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ABSTRACT

This report describes the development of the Compressed Survey Feedback Technique and its use to organize a College Discovery and Development (CDD) Conference. Survey feedback consists mainly of obtaining from members of an organization their opinions about the organization and then giving summaries of these opinions to various groups within the organization for discussion and action. Separate chapters deal with: (a) the CDD organization and its problems; (b) the survey feedback technique as a method for stimulating organization change; (c) the method used to develop materials and procedures for conducting the conference by condensed survey feedback; (d) the detailed final plan for conducting the conference; (e) an evaluation of the mechanics of running the conference; and (f) an evaluation of the effect of the conference on the participants and on the CDD organization. Appendices include the first and final draft of the CDD questionnaire, discussion guides, the post conference questionnaire, and the keynote address of Dr. Jacob Landers. (Author/TA)

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COMPRESSED SURVEY FEEDBACK AS A METHOD FOR CONDUCTING AN EDUCATIONAL CONFERENCE

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FOREWORD

This is a report of the way in which survey feedback was used to conduct a conference of the College Discovery and Development staff. Survey feedback consists essentially of obtaining from members of an organization their opinions about the organization and giving summaries of these opinions to various groups within that organization for discussion and action. Previous applications of survey feedback have been made in industrial and educational organizations, and in these cases the procedure was used over many months. As far as we know, the method has never before been used to structure a single conference.

We felt that the use of survey feedback would result in accomplishment of certain of our conference goals to a greater extent than would a usual conference of speakers and workshops. Our conference was intended to bring about a review and examination of program objectives and performance, an examination of the working relationships by all the participants and the proposing of solutions to organizational problems. We believed that such a conference should give a better basis for administrative decision making than would a more traditional kind of conference.

The College Discovery and Development Program began operation September, 1965 in five high schools of New York City and has the general purpose of increasing the number of students from disadvantaged backgrounds who will be able to enter City University and successfully complete programs of post-secondary education. This conference of the College Discovery and Development staff was held November 18-20, 1966.

The report is a detailed exposition of the development of the Compressed Survey Feedback Technique and its use at the College Discovery and Development Conference. It should provide assistance for those who may wish to apply the technique in organizing a conference. It is also written for those who have interest in the progress of the CDD program. In chapter 1, survey feedback is examined as a technique of organizational change and a previous application of survey feedback to a school district is reviewed.

Chapter 2 describes the CDD organization and its problems. The reasons why survey feedback was chosen to structure the CDD conference are explained. Our development of the compressed survey feedback method for the conference is set forth in chapter 3. The final plan for the conference is described in chapter 4. We have provided in appendices copies of questionnaires and other materials produced in the development and execution of the conference. In chapter 5 we evaluate how well the mechanics of the conference were carried out and suggest some improvements. The effects of the conference on the participants are the subject of chapter 6. The comments of the participants following the conference are summarized and the after effects of the conference are discussed.

ACKNOWLEDGMENTS

We would like to take this opportunity to express our thanks to the many people who have helped in this test of a compressed survey-feedback technique. Dean Harold H. Abelson of the Division of Teacher Education, City University of New York, provided essential support. Dr. Albert J. Harris, Director of the Office of Research and Evaluation of this Division, encouraged our efforts and generously shared his wisdom. Dr. Jacob Landers, Assistant Superintendent of the Board of Education of the City of New York, graciously deferred his keynote address at the conference to provide time for introducing and administering the initial questionnaire.

We wish to acknowledge our debt to the conference participants. They were generous, patient and forthright in their questionnaire responses and subsequent discussions; their names are omitted here in the joint interests of brevity and previously agreed confidentiality. A number of members of the staff of the Office of Research and Evaluation contributed freely of their time, experience and specialized skills in planning and implementing this project; we thank Dr. Pearl Brod, Dr. Aaron Carton, Mr. Genaro Lachica, Dr. Maurice Lohman, Mrs. Ines Sala, Mrs. Barbara Heller, and Dr. Carl Steinhoff for their aid. We express our appreciation to the research assistants of the Office of Research and Evaluation; Miss Irma Auerbach, Miss Marcia Bernhardt, Mrs. Nancy Cardozo, Mr. Francis Etuk, Mr. Wayne Goldberg, Miss Beatrice Harris, Miss Aliki Porihi, and Mr. Arthur Shulman; their efforts in conducting and evaluating the pre-conference simulations, in implementing the infinite details of travel, housing, equipment and supplies, and in the nightlong task of tabulating and analyzing data and preparing summaries and displays at Minnewaska were the muscles and glands of this project. We are indebted to Mrs. Priscilla Pereira for her editorial aid.

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CHAPTER I

THEORETICAL BACKGROUND OF THE SURVEY FEEDBACK TECHNIQUE

In this chapter a theoretical background for survey feedback as a technique for stimulating organizational change will be sketched. First, organizational change is discussed in general, and it is pointed out that survey feedback is one of several possible means for endeavoring to bring about change from within the organization. Next, it is suggested how survey feedback might be expected to bring about organizational modification, and an actual utilization of survey feedback for an entire school district is described. Implications of structuring a conference by means of survey feedback are then considered; previous applications of survey feedback to organization have required several months, and this use required condensation of the process to a few days.

Organizational Change

One of the most pervasive characteristics of our complex society is that it consists of social entities called organizations. Organizations are constructed to perform a particular function or to accomplish a specific task. When we consider such typical social organizations as the school, the army, the corporation, the family and the church, we realize that most of our social life consists of organizational activity. Although organizations may exist for many different purposes, they have in common the quality of relative permanence. In fact, the stability of a society depends to a large extent upon the durability of its organizations.

However, although an organization may continue its existence as an entity for a long period of time, it does undergo change. An obvious example is the turnover among its personnel. But of greater relevance to this discussion are the kinds of changes that occur in an organization in response to changing conditions in its environment. There are many ways in which an organization may change. It may modify its objectives; it may change the way it performs its activities in pursuit of these objectives. Changes may occur in the way organizational personnel are organized to do work, or in the rules and procedures which govern the way they work together, or in the tools and materials that they work with.

For example; the school system in a modern city currently faces the challenge presented by a changing school population which has a different cultural background and different educational requirements. Programs of decentralization, new teaching materials and procedures, and ideas for extending the boundary of the school system to include diverse community agencies, all constitute potential changes of the school organization to meet these challenges. Indeed, it has been proposed that the basic goals or objectives of the school system be changed so that, instead of existing merely to instruct the young, the urban schools assume the function of educating the entire community.

Since organizations have such a great degree of built-in stability, it has been speculated that the major impetus for change comes from the organizational environment rather than from inside an organization (Griffiths, 1962). Why should this be so? Experience has shown that permanent organizations find it difficult to change themselves. The major portion of their energy is used in carrying out routine goal-directed operations and maintaining existing relationships within the organization. There is little energy remaining to devote to matters of diagnosis, planning, innovation, and deliberate change. Other anti-change forces exist within permanent organizations. Restriction of communication occurs and results in the maintenance of existing status relationships; different parts of the organization have incomplete, or distorted, ideas of what is occurring in other parts; there is a tendency to blame other persons or groups who are seen to be "causing difficulties"; the need to maintain status results in the lack of inclination to evaluate current procedures and to look for better ways of doing things.

It is of considerable importance, not only to students of organizational behavior, but to all who must work in and perhaps administer the operations of organizations, to learn about and understand the mechanisms by which adaptive innovations can be successfully and efficiently incorporated in an ongoing organization. Miles (1964) has offered a systematic analysis of the problem of organizational change mechanisms and his formulation will be followed here.

Miles suggests that one very important change-producing mechanism is a group that is appointed or set up specifically to study recognized organizational problems and to suggest an innovation which can correct the situation. These groups are called temporary systems. A temporary system can have as its focus of attention either a particular person, a group of people in the organization or the organization as a whole. A temporary system can be composed of individuals from within the organization, for example, an ad hoc group; or from an external organization, for example, a systems analysis consulting firm, or some combination of these. A temporary system may focus its attention upon producing change in an individual rather than in a group or organization. Table A shows various kinds of familiar temporary systems. In the table they are classified by function and by focus of attention.

As has been indicated previously, temporary systems have as their function the production of some sort of change. There are three kinds of changes that we can recognize: treatment; reeducative; and educative. Treatment systems have as their function the correction of some sort of deviancy or the restoration of a state of health to a person, group or organization. Reeducative systems begin with an unlearning or corrective phase in the change effort, followed by a relearning phase in which new material replaces that which as been discarded. An educative system is designed to add new knowledge, skills, practices, or attitudes to a person or group with little attention to prior unlearning of established material.

Table A

Temporary Systems Classified by Function
(Adapted from Miles, 1964)

Function of System	FOCUS OF ATTENTION Person	 Group or Organization
Treatment	Psychodrama Psychotherapy Social Casework	Consultative - organization relationship
Re-educative	Sociodrama Human Relations/ training laboratory Teacher training inst. Brainwashing	Simulation exercise Survey feedback method Team training
Educative	School or college class	*Ad hoc* committee Educational experiment

Whether the idea for an innovation or the change mechanism comes from inside the organization or the outside, in order for an adaptive change to increase the efficiency of the organization, it must be accepted and put into effect by the people who are affected most; the personnel of the organization. Miles, himself, has developed and is experimenting with a change-producing mechanism called the *survey feedback technique* which is directed toward helping organizational personnel to develop self-evaluation techniques and adaptive innovations. The assumption underlying this technique is that if people in the organization are able to evaluate the organization problems and suggest solutions, these are more likely to be accepted by other organization personnel. Thus the likelihood of their being adopted and implemented in an efficient and productive manner is increased.

Survey Feedback as a Method for Stimulating Organizational Change

The major elements of the survey feedback technique are the following: the members of an organization are questioned concerning that organization and their role in it; these answers are summarized and fed back for a series of group discussions. Various steps may be taken to facilitate discussion such as creating and enforcing a particular set of discussion rules. Typically the social scientists who administer the survey feedback attempt to facilitate the discussion but avoid making evaluations or interpretations of the data. Representatives of the organization take major responsibility in planning and carrying out the survey feedback.

Before suggesting why change might occur as a result of the survey feedback technique when applied to a large organization, it is necessary to state some characteristics of large organizations. In a large organization there are different tasks calling for different training and skill. The persons performing these tasks are usually at various status levels. This situation tends to generate differences in the opinions which various groups within the organization have concerning that organization. Furthermore, it is assumed that communication within organizations are necessarily imperfect. The imperfect communication results from the size and complexity of the organization as well as from the need for individuals to protect their organizational position in various ways. Informal associations are found within large organizations, and these informal groups may oppose norms of the large organization.

Survey Feedback might stimulate or support organizational change by three different mechanisms. First, it may reveal a consensus on certain issues among those in the organization. The fact that most members agree (or that key members agree) in certain opinions can point to innovations which would be most likely to receive support. Secondly, the method should reveal discrepancies in important organizational beliefs and opinions held by various groups of individuals within the organization. Discussion of these revealed discrepancies should suggest conditions requiring change and provide some leads as to how to carry out the change.

Finally, the Survey Feedback could promote a greater sense of participation and identification on the part of those who consider themselves unimportant and peripheral in the organization. Such persons come to feel that management is concerned about them. Such enhanced identification can support change efforts. Growth of such identification may decrease dissonances between the formal organization and its inherent informal subsystems.

Even in theory there are considerable obstacles to producing organizational change by means of survey feedback. The same conditions which produce differences in organizational values can render difficult the grasping of implications of the discrepancies between various groups within the organization. Even if the implications are fully understood one would anticipate defensiveness from various members of the organization toward what they may see as a critical examination and an undermining of their organizational status and security. On the one hand, the technique may be seen as taking some of the power away from the top administrators of the organization, on the other, it may be seen as a threat to those informal subsystems to which each member feels committed. In addition, the system may lack the resources to produce the particular desired changes or there may be other constraints from outside the organization, for example, various forms of rules and regulations.

An Investigation of Survey Feedback and Organizational Change in a School District

Survey Feedback was used in an entire school district by Matthew Miles and others of Teachers College, Columbia (1966). Their approach was based in large part on the methods and concepts of "Sensitivity Training" or "T Groups" of the National Training Laboratories. They assessed the extent to which organizational health had been improved by before and after ratings; organizational health was defined by a number of dimensions, especially, power equalization and communication adequacy.

After a few months of planning with the district school staff, a two-hour questionnaire was given to a random sample of teachers and to all administrators in the school district. "The questionnaires were designed to obtain measurements in the following area: perception of existing norms in the system; perception of goals and goal achievement; perception of the informal psychological reward system; perception of actual and preferred amounts of influence in decision-making; perception of the inter-personal climate of the organization; and perception of superior-behavior."(Miles and others, 1966, Page 25.)

The first data feedback occurred with a group of the eleven top administrators in the school district six months after the questionnaire had been administered. Two trainers as well as four psychologists from the county office attended the meetings which occupied four full days. The administrators were given a list of the data displays available. "The mimeographed data displays----were to be simple, showing the frequencies of responses to the selected items, for the system as a whole and for different role groups within it, and occasionally for different buildings in the system." (Page 17.) Two examples of data displays furnished by Miles and others were: a graph of participation in decision-making as seen by teachers according to what the teachers thought should be the participation and what was the actual participation of a number of groups of people, ranging from the school board and superintendent to the local teachers' organization and individual teachers; a table showing the importance of various goals to principals as ranked by the principals and by others. The main purpose of these administrative sessions was to plan the conduct of the meetings a few months later when the data would be fed back to the teachers. A second purpose was to encourage the administrators to examine their own group process; participants rated their own behavior and that of the group, and summarized ratings were returned and discussed at the next session. The administrators formed committees and prepared specific proposals for the management of the data feedback to teachers.

Five monthly meetings were held with the teachers in each school building. In advance of the first meeting all the teachers received a set of the data displays which had been selected by the administrative group. Each teacher meeting was generally preceded and followed by a planning and evaluating administrative meeting with the aid of the county office psychologist. "The first three of these meetings focused pretty closely on the data displays. By the end of the third meeting, rating data (modeled on that used in the four-day administrative feedback sessions) indicated that teachers were beginning to feel the meetings less valuable. At this point, the administrative group decided to switch attention from the prepared data displays to system problems which were thought important.

At the fourth and fifth building-level meetings, teachers made nominations for problems of importance. The administrators organized these problems into coherent areas (e.g., policy on classroom groupings) and assigned teachers to problem-solving committees on the basis of their indicated interest." (Page 20.) The administrators met many times to consider various solutions to the problems and to draft replies to the committees. "Formulating the replies served to clarify the thinking of the administrators on the issues raised; it was also hoped that the solutions they agreed to (and proposed) would incorporate the teachers' concerns, and help to resolve them." (Page 21.)

The results of the survey feedback method applied to the school district were examined in several ways. Concerning the group process at the meetings it is reported, "the observer records also show that from discussion of these data there evolved vigorous interaction, responsibility taking by the group, problem-solving efforts, and action plans--all accompanied by increased process analysis among the participants. Rating scales collected during this session suggested that success experiences had occurred." (Page 22.) There was, however, little evidence that the meetings resulted in action in the school system. "Action decisions flowing from the feedback were absent, and new change-supporting structures were few." (Page 23.) Comparison of the before and after ratings gave no evidence that organizational health had been improved. "In spite of the fact that many of the conditions we theorize were necessary for organizational change were met, quantitative system-wide data did not indicate durable change on the variables examined here (power, communication, and the normative structure related to these)". (Page 26.) Administrators, however, did have a favorable evaluation of their meetings. "In response to the question: 'In general, how have you felt about the administrative meetings which have taken place since August?' Six principals spontaneously mentioned better communication; two mentioned more openness. The superintendent felt that a lot of valuable process work had been done, and the assistant superintendent said he felt that the principals were talking a lot more. In speaking of their own roles in the meetings, five of the eight principals reported themselves as being more active, really saying what they thought, and not holding back." (Page 30.)

The authors of the investigation comment in conclusion, "without trying to speculate on the relative sensitivity of interviews and quantitative questionnaires, the most sanguine conclusion would be that the survey feedback program did begin a process of organizational change at the top of the school system, which then showed some regression following the initial active involvement of lower-echelon people, with the net effect that no durable changes were found." (Page 32.) "The most pessimistic conclusion would be that the survey feedback program represented a momentary perturbation in the functioning of a stable system, and that no fundamental shifts in information flow, power handling, or normative structure had occurred." (Page 33.)

Application of Survey Feedback to a Conference

We felt that survey feedback was a promising technique to apply to a conference despite the limited success achieved by Miles and others (1966) in stimulating innovation within a school district by survey feedback. Our objectives were considerably more modest than those of Miles and others; they were attempting to change "organizational health". We believed that the use of survey feedback would result in accomplishment of certain conference goals to a greater extent than would a usual conference of speakers and workshops. These goals included: the review and examination of program objectives; study of performance and working relationships by all the participants; and, the proposing of solutions to organizational problems. We believed that such a conference should give a better basis for administrative decision making than would the traditional conference.

Our application of survey feedback was the first time to our knowledge that this technique has been applied to a weekend conference. What are the implications of using survey feedback under these conditions?

The short time period limits certain activities carried out under previous applications of survey feedback such as Miles and others. There is little or no opportunity for working with the data initially with the top administrators before data is fed back to the entire organization. Little time is available for: statistical analysis; evaluation and replanning on the basis of discussions sessions; and training of discussion leaders.

Certain characteristics of the conference situation may act to make the discussion session more productive than a series of monthly meetings in the work setting. The fact that the survey feedback is an all day concern for several days may generate more involvement and more carry over from session to session. The presence of colleagues from outside the immediate organization may act to stimulate ideas. Removal from the usual locale and the normal pressures of work may act to facilitate problem solving.

We need to take into account the fact that most participants have attended various conferences in the past and probably have built up expectations of what a conference should be. Some may approach a conference as furnishing opportunities for recreation and socializing while others may come to a conference primarily to get expert help with their specific work problems. On the other hand, the experience with traditional conference procedures of speakers and workshops may have left some individuals dissatisfied with these procedures; these traditional conference methods tend primarily to encourage communication from "above", i.e. from high status to low status members of the organization and from high status individuals outside the organization. Survey feedback acts to facilitate communication from low status individuals.

CHAPTER II

DESCRIPTION OF THE COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM (CDD)

The compressed survey feedback technique was developed for use at the weekend conference of Prong II of the College Discovery and Development Program as an attempt to assist in the resolution of some of its operational and organization difficulties. In this chapter, the history and functioning of this part of the CDD program will be described briefly. We will outline the major organizational problems of this CDD program and explain why survey feedback seemed more promising for attack on these problems than a traditional conference method of speakers and workshops.

Sources

This Prong II of the College Discovery and Development Program is one of two projects established by the City University with the basic purpose of increasing the number of students from disadvantaged backgrounds able to enter the City University and to successfully complete a program leading to a bachelor's degree. A Steering Committee to plan the project began work in February, 1964.

> Two "prongs" were planned. Prong I was to be a special freshman year program, starting with an intensive summer session, located within the transfer program of the University's community colleges...Prong II was to be a special three-year senior high school program for disadvantaged students with mediocre records through the 'ninth grade.' (Harris and Brody, 1966, P.1)

Throughout the following chapters we will use the term College Discovery and Development Program to mean only this Prong II program.

Purposes

Five elements of purpose were defined for this Prong II program by its planners:

a) to identify disadvantaged youth who, at the end of the ninth grade, had heretofore been "undiscovered" in their potential for college.

b) to improve their motivation for school work.

c) to improve their levels of school achievement.

> d) to develop their expectations for college entrance.
>
> e) to improve their chances for college success.
>
> Several fundamental problems underlie these objectives. The first is to seek and test means of identifying such young people. A second is to intervene in the high school experiences of such adolescents so as to increase their academic success and aspirations. A third is to select and use appropriate ways of evaluating the results. (Harris and Brody, 1966, P.4)

Organization and Implementation

The organization which has evolved is very complex: for a variety of legal and traditional reasons, the College Discovery and Development Program is staffed and operated jointly by two public education institutions. These are the Board of Education of the City of New York and the City University of New York. Each of the two agencies maintains final control of all responsibilities it would normally hold for College Discovery and Development students as if they had not been enrolled in this program. Policies for conducting the program are the substance of formal agreements between the Chancellor, City University of New York, and the Superintendent of Schools. These agreements, and the general structure of procedures to implement them, are developed by a Steering Committee composed of representatives of the two institutions.

Steering Committee

The Steering Committee includes:

For the Board of Education:

- The Executive Deputy Superintendent
- The Assistant Superintendent for Federal and State Funded Programs
- The Assistant Superintendent for the Office of High Schools
- The College Discovery and Development Project Coordinator for the Schools
- The Principal or his representative for each of the Schools
- Staff Specialists in Guidance, Curriculum, etc. as needed and invited from time to time

For the City University:

- The Vice-Chancellor
- A Special Assistant to the Chancellor
- The Director, Office of Research and Evaluation, Division of Teacher Education
- The Director, College Discovery and Development Program
- Staff Specialists of City University of New York as needed and invited from time to time

Operational Organization

The operational organization of the College Discovery and Development Program includes two semi-autonomous components, one made up of City University personnel, the other of Board of Education staff.

The City University staff, under the administration and supervision of the Director, College Discovery and Development Program, includes a central administrative and research staff of four professorial members, five research or teaching assistants and two secretaries It also includes a panel of fifteen college professors, each assigned part-time as a curriculum consultant in his own academic discipline to the teachers and supervisors of the program. The City University also provides a large number of college students, employed under the College Work Study Program, as tutor-mentors to the students in the High School Development Centers.

The Board of Education staff includes a Project Coordinator for the Schools who is provided a secretary and who acts as the Superintendent's liaison with the principals and faculties of the five host high schools. In each of these five schools, a College Discovery and Development Center has been established. Each center is administered by a School Coordinator whose staff includes two guidance counselors and a secretary. Each center is provided by the Board of Education with approximately twelve teachers beyond the usual high school student-teacher ratio. In addition, the services and resources of the Board of Education are available to this program, as to other high school activities. Thus, the Coordinator of College Counseling and the Assistant Director of the Bureau of Educational and Vocational Guidance meet regularly with the College Discovery and Development Center guidance counselors in an outgoing guidance staff and activity development program.

Innovational Aspects

The activities conducted by this complex organization include many innovations. In some cases, the organization was developed to conduct specific innovational activities. However, some of these activities are significantly modified by factors which have their sources in the structures of the institutions. One of the important innovational aspects of this program is an attempt to develop a "new learning environment" for its disadvantaged students. (Tanner and Lachica, 1966, P.8) A variety of measures have been built into the program to this end.

> The full commitment to the College Discovery and Development Program on the part of The City University is exemplified by the fact that admission to one of its units (a community college or a senior college) is guaranteed any student who completes the program and is recommended by the High School Development Center." (P.3)

The guarantee of college admission to its students described above is one of these measures.

A second measure intended to develop a "new learning environment" is the establishment of the five High School Development Centers. Each is intended to become a "school within a school." Among the innovations intended to accomplish this are smaller classes, block time instruction (double periods in certain subjects such as English and Algebra), the assignment of college students as tutor-mentors to work with pupils during the regular school day, individually and in small groups. Classes have been held to a maximum of twenty-five students, with most classes below eighteen; to accomplish this, the Board of Education has assigned twelve teachers per Center in addition to the normal high school student-teacher ratio for each Center's student population. This provision of extra teachers also made possible organization of the double period classes mentioned above.

One other aspect of the "school within a school" involves the award of a $5.00 per week scholarship-stipend to each student in the program. This money, needed to pay extra costs of student travel, supplementary books, educational and cultural enrichment trips, is also seen by the student as a demonstration of the program's belief in him and of its acceptance of him.

A third measure which is related to the above is the effort to modify materials and methods of instruction so as to improve learning by the disadvantaged students of the program. Fifteen college professors, all specialists in their own disciplines, are assigned to the high schools on a regular part-time basis. Their responsibilities include: regularly scheduled consultation service to the high school teachers and supervisors; identification, collection, provision, and stimulation of use of materials and methods uniquely adapted to use by College Discovery and Development students; assistance in orienting, training and evaluating tutor-mentors, and research projects in their fields of specialization.

A fourth measure is the provision of strongly augmented guidance service to the students in this program. Trained and licensed professional guidance counselors are provided by the Board of Education on the basis of one counselor per hundred students. The counselors meet with their students individually and in small groups, confer with parents and with the teachers and tutors of the students whom they counsel. These counselors, through monthly staff development institutes, have developed specialized insights and working patterns focussed on the problems of their disadvantaged students. In addition, they work with the school faculty to develop more effective ways for the school to work with pupils to reach normal goals of achievement.

Problems of the College Discovery and Development Program

The joint operation of this program by two complex institutions posed serious problems. These were of three kinds: first, there was conflict within each of the host schools themselves. Underlying the notion of a host school was the idea that, in each host center, a "school within a school" would be created within which the objectives of the program could be implemented. However, the existence of the CDD program created conflicting pressures in the host schools due to the fact that CDD was an experimental program and was superimposed upon an on-going, established organization with well-organized hierarchical relationships and traditional modes of operation. On the one hand, there was the desire to create a learning environment which would be suitable to the requirements of the disadvantaged students; on the other hand, there was the desire to allow the program to disrupt on-going school operations as little as possible. But, since each school was unique, the manifestations of such intra-school problems and attempted solutions varied.

Second, the unique characteristics of each host school differed. Some of them were in old buildings, were extremely crowded, and were not able to provide necessary physical facilities which were available in other schools. The different neighborhoods in which the schools were located, the different socio-economic backgrounds of the school populations, the different ways of approaching the same academic objectives by the several schools, all contributed to the production of different CDD programs.

A question which had to be resolved by the program administrators was whether there should be a monolithic CDD program with common criteria for selecting, retaining, testing, and grading students, or whether the program should be allowed to develop at each of the schools separately in accordance with the climate there. If the latter course were to be adopted, it would be necessary to improve communication among the centers so that administrative and teaching personnel could exchange information about materials and techniques.

Third, the involvement of the personnel of two massive educational institutions in this shared program created a variety of problems. Each institution as a whole has its own legal, structural and traditional ways of viewing and working toward achieving purposes, solving problems and evaluating progress. Administrative responsibilities, supervisory relationships, and the loci of initiative are different in the two structures. Cooperative efforts, therefore, involved the development of new roles for workers in both institutions. These new roles must continue to satisfy former requirements whenever these had legal or fiscal bases. When there were variant role expectations between the staff of the two agencies, there was the need to clarify and resolve them. At the same time, however, the new roles must produce effective functioning with regard to the goals of the College Discovery and Development Program, and there was not concurrence regarding these goals, their meanings, or appropriate means of achieving the objectives. These disparate perceptions existed at all three levels, within individual schools, between schools, and between the college and school personnel.

The relationships of the guidance counselors in this program demonstrate this complexity. These counselors are Board of Education employees; they are responsible to the high school principal who rates their professional services. In each high school, however, they also have coordinate responsibility to the College Discovery and Development School Coordinator. In addition, the Bureau of Educational and Vocational Guidance of the Board of Education includes a guidance supervisor in each school district whose functions include supervision of guidance counselors. Further, at the Board of Education's central offices; a Project Coordinator for the Schools is responsible for "... administration and supervision of the guidance program in College Discovery and Development ...," as specified in her letter of appointment from the Superintendent of Schools.

Finally, the City University provides professors who are guidance specialists; they visit the schools regularly to assist the counselors to develop effective means of meeting the unique needs of College Discovery and Development students. The difficulties involved in developing functional and mutually accepted roles for College Discovery and Development personnel are clearly indicated by this example of relational complexity.

Another source of problems grew out of a change in the Program's Directorship. The first Director had been involved in the entire planning process and had served through the first year of implementation. The new Director came to the Program with only few prior relationships with its personnel and none with the Program. Two sources of problems were evident. First, there were differences between the perceptions, working patterns and knowledge of the two directors: this required new interactional "shakedowns" to determine how things would go on this year. Second, previously established understandings and procedures which had been resolved now needed re-resolution; there were some attempts to move into new positions which the former Director had blocked. There were, also program changes necessary in response to changes in the extant situation in the Fall of 1966, as perceived by the new Director and by University and school staff.

Another problem had its roots in the limits of time for reorganization of the Program. School personnel whose daily activities have the effect of functionally determining policy were not even theoretically available to the staff or to the new Director, nor they to the school staffs, until the day their new academic year began. This first day of the academic year was also the first day of operation of the second year of the Program with students. Once begun, both legally and culturally enforced patterns prevented group meetings and the press of routinely necessary academic year initiation activities reinforced these strictures.

A further set of problems manifested itself in staff discontent which had broadly variant sources. The delineations of permissable use of funds and staff in the legislation, under which the Program was funded, were not clear to school personnel.

For example, many teachers were unhappy with the abundance of money for tutor salaries as contrasted with the limitations on expenditures for teacher workshops or for teacher purchases of materials. While it was legally impossible to transfer such funds from one purpose to another under the funding arrangements, the teachers did not know this.

The innovational purposes of the program, its over-speedy introduction, and its intricate and unconventional staff relationships combined to produce misunderstandings, variant patterns of action and defensive competition. It was necessary to create productive ways to resolve these difficulties.

Let us summarize the organizational problems of the CDD program that arose during the first year of operation.

1. Rapid introduction of the program resulted in inadequate indoctrination of the program personnel regarding the program objectives, and the role and responsibilities of each person. New problems arose during the first year and further problems seemed imminent because of changes in student and staff personnel.
2. Differences in climate, facilities, and academic objectives among the host schools and differences in the economic and ethnic student population among these schools produced a different CDD program at each school.
3. Lack of clear and agreed criteria for selecting and dropping students from the CDD program!
4. Uncertainty regarding the role and function of staff, especially with regard to the college consultants.
5. Uncertainty regarding methods and measures to be used for determining rate of progress of CDD students.
6. Uncertainty regarding how to introduce and evaluate experimental innovations in teaching methods and curriculum materials.
7. Uncertainty regarding how to administer the CDD program in the host schools.
8. Uncertainty regarding criteria and methods for selecting CDD teachers.
9. Uncertainty regarding the selection, effective use, and supervision of the activities of tutors.

As college and school personnel of CDD moved into the second year of implementation and began to identify their problems more clearly, it became obvious that they needed an opportunity to get together and discuss their experiences and to work out more efficient methods for proceeding.

Early Preparations for the Lake Minnewaska Conference

A considerable amount of work was done with staff of the CDD Program in preparation for the conference. In September the Director and his staff made a number of visits to the high school development centers. Although their original purpose had focussed on administrative concerns, it became clear in the course of these discussions that the problems summarized above pointed toward a large scale total staff conference.

Initial steps in planning for a major staff conference were therefore taken. An ad-hoc committee of CDD staff explored locations, facilities, transportation and costs. This committee visited key personnel to solicit their suggestions for format and content. Discussion of the proposed conference was made part of the agenda of each CDD meeting during October and early November. During this period there were separate meetings of guidance, English, Math, Science and Social Science specialists as well as meetings of administrative workers and college consultants. Suggestions were solicited from these personnel and transmitted to the ad-hoc committee.

The First and Second Year Conferences of CDD

One major source of ideas for the Lake Minnewaska conference was a conference held at Arden House for the CDD staff during the first year of the program's implementation. The Arden House conference operated in the traditional manner with speakers and workshops. Since the Arden House conference had been successful, it would have been reasonable to use this first conference as a model for the second. After describing the Arden conference briefly, the reasons why a different method (i.e. survey feedback) seemed appropriate for the second annual conference will be discussed.

The CDD Arden House conference (Tanner et al., 1966) was organized as a series of workshops, general sessions, and presentations by several guest lecturers. There were six workshop sessions conducted at the conference, with the conference participants divided into subject area groups: 1) English, 2) foreign languages, 3) guidance, 4) mathematics, 5) science and 6) social studies.

The meetings were conducted by the college consultants from each of these areas. The sessions were organized around instructional techniques for each of these subject areas and the special problems involved in each of them. In the first session of the English workshop, for example, the panelists discussed such general issues as the rating of the CDD student, their relationship to the total English program, implications for curriculum enrichment, and the use of the double period, the use of tutors, and relationships between the English program and guidance. The second session was devoted to study skills for use in the English class (i.e. SQRRR Method) and specific references where other specific material can be found. The third session focussed on the selection of appropriate literature which would compensate for the students limited backgrounds with the whole culture and reading lists were made of this literature.

In addition to the workshop sessions, there were four general sessions at the Arden House Conference. The first three were devoted to lecture presentations by outside experts. Dr. A. Harry Passow of Teacher College, spoke on "Talent Development Among Disadvantaged Youth." The talk in the second general session, by Dr. Musafer Sherif and Dr. Carolyn Sherif of the Department of Psychology, University of Oklahoma was "Self-Images and Goals of Youth in Differentiated Settings." The third lecture "The Major Question" was given by Dr. Harry N. Rivlin, Dean of Teacher Education, The City University of New York. The fourth general session consisted of presentations from the 6 subject area workshop groups, and summed up their work in the workshop groups to inform all groups of what had been discussed. Several special sessions were held for higher level personnel. These included a special session for: 1) principals, administrative assistants, and coordinators, 2) a session for coordinators, 3) and a meeting of the planning committee and principals.

It can be argued that the two different kinds of conferences were appropriate to different organizational needs salient at the time of each conference. During the first year, the major need was orientation to the characteristics of the CDD student and to means of teaching them. During the second year problems of cooperation and coordination between various CDD personnel and suborganization demanded attention. We believed that the survey feedback procedure would allow the participants to quickly identify significant organizational problems and then to become involved in diagnosing and proposing solutions to these problems. Consequently, Professor Brody made the decision to try the new method.

An important difference between the two conferences was the part played by university personnel. At the Arden House conference university professors planned and directed the workshops and gave lectures while at the second conference they had a more modest role; some of the moderators were University personnel but no presentations were asked of them. As will be described in Chapter 5 the moderator with survey feedback had less control over the content of the sessions than did the chairman at the Arden House Conference; his role was to facilitate discussion of the results of the questionnaire in which the participants commented on the CDD organization. Before the conference there had been considerable disagreement concerning what role was to be played by the college consultants. A conference procedure which assigned them a directive role might have increased the differences between Board of Education and University CDD personnel.

CHAPTER III

DEVELOPMENT OF COMPRESSED SURVEY FEEDBACK FOR THE CDD CONFERENCE

In this chapter we will give an account of how the compressed survey feedback technique was developed for use with the CDD weekend conference starting with the initial rough proposal. The idea of survey feedback is a simple one; the members of an organization are questioned concerning the organization; their responses are summarized and presented to various groups for discussion. Previous applications of survey feedback to organization had required a period of several months, and since we were compressing the process to three days we faced some novel problems. Furthermore it was not clear to what extent we could stimulate productive discussion of organizational problems in the short time of the conference. Prior users of survey feedback led us to anticipate considerable resistances from the participants in dealing with their organizational problems.

The application of survey feedback to the conference was developed in these main steps: (a) an initial rough plan was drawn up by Professor Thurlow Wilson of the Office of Research and Evaluation staff. (b) the research staff raised questions and suggested modifications of this plan. (c) CDD school personnel were consulted and their suggestions and support were obtained. (d) the plan was presented to the entire research staff together with illustrative data displays. (e) Conference discussion sessions were simulated or role played by members of the research staff. The initial plan, written 7 weeks before the conference, is quoted below in its entirety. The reader can note how the ideas for conducting the conference evolved from this rough plan and compare it to the final plan presented in the next chapter.

Initial Rough Plan For The Use Of Survey Feedback At The CDD Conference

> A three day conference is to be held of certain participants in the College Discovery and Development Program--teachers, administrators--with a tentative date of November 18-20. The proposed research is a method of conducting the conference. This is a first draft. It is anticipated that there will be many revisions and elaborations.

A. Aims of the Research

1. To determine how the CDD program is seen by various participants with regard to: goals, accomplishments, roles of participants, personal satisfactions and dissatisfactions.
2. To stimulate participants to review objectives of the program, performance, and working relationships.
3. To stimulate the participants to make recommendations concerning the CDD program in the light of their critical review of the program, recommendations which can and will be translated into action.
4. To assess the willingness of various participants to recognize and deal with various problems of CDD such as conflicting role expectations, discrepancies between desired and actual performance, communication difficulties.
5. To assess whether following the conference any action is taken concerning the recommendations made at the conference.
6. To determine the participant's reaction to the researchers and the method of conducting the conference.

B. Summary of Method of the Proposed Research

Participants will complete a questionnaire giving their beliefs and opinions concerning the CDD program. This information will be summarized and will be presented to small groups of participants a few hours after the administration of the questionnaire. The information given to the groups will also include objective data such as dropout rates and objective test performance. Each group will be encouraged to discuss the information with the instruction to arrive at evaluations and recommendations which will be presented to the entire conference later. A member of the research staff will be present at each discussion to give the information and to observe. These sessions will be tape recorded for later analysis. The session of the entire conference where the small groups report will also be tape recorded and observed. The participants will finally complete a brief questionnaire to elicit comments on the conference procedure.

C. Description of CDD Program by Conference Participants

At beginning of the conference, each participant will be asked to describe the CDD program by means of a questionnaire. The director of the CDD program will explain how the questionaire information is to be used during the conference. The questionnaires will be strictly anonymous but certain information will be asked concerning the status of the participants: assignment (teacher, guidance, department head, etc.) Teachers will also be asked to identify their schools.

For purposes of analysis it would be desirable for all participants to specify assignment, subject matter, and school but such information would identify individuals and would conflict with the guarantees of anonymity.

The questionnaire items should be entirely or mostly of the check, multiple choice, or ranking variety. The information has to be summarized in a short time. Also some participants may be concerned that their identity can be determined from handwriting.

The following is suggested as the content of the questionnaire:

1. Description of actual and ideal roles of teacher, tutor, guidance counselor, college coordinator, department head and prinicipal in the CDD program.
2. Goals of th program, nature and relative importance
3. Needs of a specific kind (or kinds) of disadvantaged child (children)
4. Immediate accomplishment of goals of CDD program
5. Prediction of college success of CDD students

D. Information to be Fed Back to Participants

Answers to the questionnaires will be tabulated by assignment and statistics such as means and percentages will be derived. Forms for tables and graphs will be prepared in advance so that results can be entered. It is important that the data to be presented to the participants be clear and simple. Some of the information presented will be concerned with relationships (e.g. the extent of agreement of teachers, coordinators, counselors and principals concerning the goals of the program). In advance of the conference certain objective information will be prepared for presentation. The objective information might include drop out rates, test performance of students.

E. Discussion of Information by Small Groups of the Participants

The small groups could either be organized by subject matter and specialty (English, Science, guidance, etc.) or by school. Research on human relations training and evaluation suggests that this kind of experience is most likely to have results in the work situation if the actual people in the work situation are involved together. Perhaps both kinds of discussion group are needed.

If school groups are used the actual leader of the group would be appointed chairman of the discussion. The group would be asked to arrive at evaluations and recommendations to be presented at a meeting of the entire conference.

Objectives and ground rules of the discussion would be developed in advance and copies of this information would be given to each participant. It would seem necessary and desirable that each group would have considerable latitude in how they would carry on their discussion, however. A research worker would be present at each group discussion. His role would be to provide the data to the group and to give objective and non-evaluative information or how the data was obtained and summarized (if requested). He would make certain that the session was tape recorded properly. Otherwise he would act as a non-participating observer.

It is probably not desirable that all information be given at one time. Certain information could be given to the group initially with a list of other information which the observer could furnish upon request.

F. Final Meeting of the Entire Conference

The chairman of each group would make a report and the director of the CDD program would lead a discussion. The session would be tape recorded. Finally, all participants would complete a brief questionnaire to evaluate the conference.

G. Analysis of the Tape Recordings of the Small Group Meetings

The tape recordings will be analyzed after the conference to answer the following questions:

1. What problems of CDD are recognized?
2. What solutions are proposed and who does the proposing? (chairman or other)
3. To what extent does the group take responsibility or shift blame to outside forces.
4. What solutions are adopted?
5. To what extent does the group resist or evade the assigned task.
6. What kinds of communication are addressed to the research worker?

Reactions of the CDD Research Staff to the Initial Plan

The initial plan evoked a number of questions and suggestions from the research staff. Some of these are listed below.

1. How should the research project be presented to the conference participants? The conference operations should not be explained as a research project but as a way the participants could assess their own operations. The research credentials of the research workers should not be emphasized.

2. How will the personnel in the five CDD high school centers react to the plan? Various school people would like to construct the agenda and they should be consulted. The chairman will be concerned for what his teachers get out of the conference. It must be recognized that schools are not administered by democratic policy-making processes. Some questions such as regents' examinations[1] are clearly out of the province of teachers. The greatest source of anxiety to administrators is "how is my school doing in comparison with other schools."

3. What discussion groupings should be used? It was recognized that there are advantages in confronting the people who actually work together with the problems. A question was raised about the teachers' willingness to discuss with the principal there. If meetings are organized by school groups where would the consultants go? Perhaps it would be desirable also to have a meeting by dicipline (English, math, guidance, etc.) which could be inserted somewhere in the sequence. If there is a meeting of the entire conference where reports are presented, would personnel from one school be sensitive about "airing their dirty linen in public" that is, to the other schools? Would one principal be concerned about losing face before others if dissension is shown in his ranks? It is desirable that provision be made for groups with special interests (e.g., selecting CDD students) to meet sometimes during the conference.

4. Is anonymity necessary? It would be highly desirable to be able to organize data by both school and discipline, but teachers may be worried that their contribution will be identified by their chairman or principal.

5. What should be the role of the researchers? The researchers should play a minimal delivery role; perhaps they should not even be present during the discussion. The discussion groups could even be given a list of data and could then call for it by telephone.

6. What kind of data should be collected and fed back? The data collection and feedback should be structured so as to focus each group's attention on actual major organizational problems. The hypothesized major organizational problems should be identified in advance. No interpretations or evaluations should be offered by researchers with the feedback.

7. How much can we actually expect the participants to be willing to discuss the organizational problems? The resistances may be massive. The initial resistance is expected to be directed toward the whole procedure. (Why are we being asked all these questions instead of getting some real help?) After the discussion is initiated the participants might be expected to spend their time identifying outside forces to blame. We may not be able to get beyond the blaming stage in the two or three days allowed.

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[1] In New York standard statewide examinations are given at the end of certain courses. High school students are required to pass these examinations to qualify for academic diplomas.

8. How may problem centered discussion be promoted? The role of the discussion leader could be designed in advance so as to maximize the likelihood of problem centered discussion.

Consultation with School Personnel Concerning Survey Feedback Method

The College Discovery and Development staff discussed the tentative conference plans with school personnel in visits to their schools and at all regular conferences of the CDD school personnel. Among these meetings were monthly guidance, English and social studies meetings. The director also conferred individually with principals, chairmen and college consultants. In these conversations the purposes and planned structure of the conference, and the proposed use of survey-feedback technique were discussed. Criticisms, suggestions and recommendations of school personnel were solicited and reported back to the planning group for their consideration in refining the conference plan and its instruments and procedures. It was the general consensus of the school personnel that the proposed conference structure and the use of survey-feedback technique interested them and seemed potentially productive.

Presentation of Modified Plan to Entire ORE Research Staff

As a result of the various suggestions from school personnel and research staff, a second version of the conference plan was developed, and this plan was presented at a meeting of the entire ORE[1] staff for criticism. Before the meeting each member of the ORE research staff received a brief memo explaining the modified plan (see appendix A.) It will be noted that two objectives and a tentative conference schedule have been added to the initial plan. This staff meeting was organized to demonstrate some of the methods proposed for the conference, and this meeting also permitted some assessment of these methods in operation. Prior to the meeting, staff members received a copy of the tentative questionnaire (see appendix B) and they made ratings of the importance of the "ideal goals" of CDD. Mean ratings of junior and senior staff were obtained and were indicated on a large chart.

At the meeting Professor Thurlow Wilson of the ORE staff described prior applications and theoretical rationale of survey feedback as a method for stimulating organizational change. Professor Brody, director of the CDD Program, commented on the application of survey feedback method to the CDD organization.

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[1] Office of Research and Evaluation of the Division of Teacher Education of the City University of New York.

The chart displaying the ratings of ideal goals by junior and senior staff was displayed and discussed. The participants broke into small groups each with a chairman appointed to lead discussion of the survey feedback method as applied to the conference. The discussion leaders were provided ground rules which were similar to those we hoped to use at the conference with the exception of the fact that a suggested list of questions were supplied. (see appendix C). The entire staff reassembled and the recorder of each discussion group reported. The comments focussed on how to minimize resistance and unproductive discussion. Suggestions included: that research or tryout of technique be deemphasized at the conference, that discussion leaders intervene when the group attacks what can not be changed,[1] that the comparison of groups be avoided, that individuals be made aware that their individual opinions will be not singled out, that statistics presented be simplified. There were some criticisms of the wording of the tentative questionnaire; e.g. the notion of "ideal" goals is ambiguous. There was some discussion as to the closure to be provided to conference participants. Besides contributing ideas for the conference, the meeting generated considerable research staff involvement in the conference.

Simulation of Conference Sessions by ORE Staff

Final development of the conference plan was accomplished largely by simulations of conference sessions designed by Professor Alexander and participated in by the ORE research staff. We attempted to make simulations as close as possible to what we anticipated the actual future conference sessions would be. Fictitious but meaningful data displays were provided. So far as possible, role playing of school personnel was done by those who had had experience in these school roles. As a result of the first simulation and its subsequent critique modifications were made in materials and procedures and these were tried in the next simulation.

The ultimate product of the simulations will be seen in the description of the final plan in the next chapter, but we will note here the major lessons we derived.

(a) Observation method. Originally it had been hoped that the research observer would categorize all the suggestions produced by the discussion group. It was found that there was insufficient time to develop the classification and to train observers. The observers were therefore given a more modest task which required less training.

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[1] For example, changes of funding allocations which are not possible under existing grants.

(b) Data displays. The first display of data tended to be complex and confusing for discussion purposes; simplifications were developed. We also discovered that it was helpful if each member of the discussion group had a copy of the questionnaire during discussions in order to refer to the actual questions.

(c) Role of the moderator. It became obvious that if a school administrator was to function as the moderator, he would tend to restrict the freedom of discussion. Consequently, the moderator was selected from among the session participants. We discovered that moderators found it difficult to refrain from entering into the discussion and thus tended to dominate it. The moderator's participation also prevented him from providing the guidance and supervision that was necessary if the discussion was to be focussed on constructive problem-solving instead of wandering off on topics over which the participants had no control. We found it necessary to provide instructions for the moderator which would serve to guide his conference behavior.

(d) Role of the recorder (or participant who wrote down the ideas produced by the group.) If the recorder tried to take down the suggestions as they were produced in the group it was necessary to halt the discussion frequently so that suggestions could be transcribed; this interfered with the flow of discussion and the system of periodic summaries was developed. The recorders were bothered if they were not allowed to participate in the discussion.

(e) Relation of the research observer to the participants. We found that a mention of research could complicate the relationship of the observer to the group; it could open the door to questions about the purpose of the research and the qualifications of the observer. We therefore had the observer introduce himself as a "data specialist".

CHAPTER IV

DESCRIPTION OF THE FINAL PLAN

In this chapter we present the final plan for conducting the CDD conference, the way we hoped to carry out this conference. The final plan included: the schedule of events; the introduction of participants to the conference; the questionnaire; methods of data analysis, summary and feedback and of discussion at the various meetings; methods of observing the meetings; the data displays; special interest meetings with no survey feedback; a post-conference questionnaire; the administration of the research staff at the conference; and decisions left open. In the following chapter we will describe the actual implementation of this plan. The final plan has been written as if it were a memo given to the research staff immediately prior to the conference. It is a compilation of memos and materials given to the research staff or the participants before the conference.

Schedule of Events

The schedule of events will be mailed to the conference participants prior to the conference (see appendix C). The first session, which will include all participants, will consist of opening remarks, CDD questionnaire, and a keynote speech. On the second day morning meetings will be organized by position of the participants (e.g. teacher, college consultant, administrator). Afternoon meetings will be organized by specialization (e.g. English, Science, Mathematics), and evening meetings by school. Sunday morning will be devoted to meetings of special interest groups. Along with the program sent to participants, an attached sheet will give them their assignments for the meeting on the second day. (see appendix C.)

Introduction of Participants to the Conference

Participants will be introduced to the conference in the initial general meeting Friday evening. After the introductions and greetings the CDD program director will introduce the questionnaire. He will point out that the results of the questionnaire will be used in the meetings the following day in order to save time by making clear how various CDD personnel feel about the CDD program.

He will emphasize that the questionnaire embodies their suggestions and that these questionnaires will be anonymous. After the questionnaire has been completed the keynote speaker will discuss "CDDP, Goals, Progress, and Problems". This talk should serve as a bridge between the concerns raised by the questionnaire and the discussions to be held the following day.

Conference Questionnaire

The questionnaire used for gathering data to be fed back to conference participants is presented in appendix E. The questionnaire was designed to gather information about: the importance and accomplishment of CDD goals; suggestions for additional goals; ratings of tasks accomplished by CDD personnel; modifications which would improve the CDD program; and, adequacy of the communication between various CDD personnel.

Procedure for Data Feedback and Discussion

For the meetings with data feedback, roles of moderator recorder and data specialist have been specified. The moderator will run the meeting according to a set of rules. The recorder will take periodic notes on CDD problems and suggestions. The data specialist will give a non-evaluative presentation of the data and will write observations on certain events occurring during the meeting (e.g. deviations of the moderator from the rules and requests for data.) The data specialist will be a member of the ORE research staff, while the moderator and the recorder will be selected from among those scheduled to attend that meeting.

Prior to the meeting, discussion moderators will have been appointed and given information concerning their role. The information provided moderators (appendix F) was a guide for moderators and a checklist. The guide for discussion moderators contains an explanation and discussion of the moderator's job while the moderator checklist contains specific steps which the moderator is to follow during the meetings. All discussion moderators will meet for about a half hour Saturday morning before the meetings to review the checklist. The checklist for moderators specifies the following sequence of events. After introductions have been made, the moderator will announce the discussion objectives and outline the discussion procedure to the group.

One half of the group will be assigned responsibility for summarizing the problems raised and the other half responsibility for summarizing solutions at the end of thirty minute periods. A recorder will be appointed to take notes for the group. The data specialist will then present the data. At each of the thirty minute summary points indicated by the data specialist the group will summarize the problems raised and solutions suggested for the recorder to write down. Ten minutes before the end of the session the recorder will read the notes aloud for any corrections or additions.

In carrying out the role of data specialist the ORE staff member will bear in mind the following points: (1) our role is to provide data for use by CDD participants, to facilitate their discussion. We are concerned with the development and utilization of feedback techniques for similar conferences in the future. (2) introduce yourself as a staff member in the Division of Teacher Education. (3) do not promise to supply any data in addition to those scheduled, either at conference or afterwards. Be willing and eager to record any request for additional data, summaries, or different ways of organizing data. Indicate plans for publishing a summary newsletter about two weeks after the conference. (4) When presenting data at the discussion sessions, do not interpret. Remind participants that the data are summaries of their perceptions and one purpose of the conference is for them to share interpretations. (5) do not make any statements regarding preserving anonymity or making invidious comparisons amongst schools (or in any other way anticipate perceived threat). If these questions come up, point to the anonymous questionnaire, the forbidding of identification of discussion participants on the tape, and the group organization of the data.

Observation of the Discussion Sessions

There will be three sources of information in the conference meetings: the recorder's notes; the tape recordings; and, the research observers' notes.

As indicated in the preceding section, the recorder will take notes on CDD problems identified and solutions proposed. The recorder will write notes only during the summation period occurring every thirty minutes.

A tape recording will be made of every meeting. It is not intended that these tapes be analyzed in total following the conference. The tape recordings will be available for reference in case something happens which is not adequately described by the other two data sources.

The data specialists' notes are primarily intended to describe how faithfully the moderator followed the rules and the kinds of resistance to problem solving which occurred. The data specialist will note: departures from the moderator's checklist; criticism of the survey feedback method; requests for additional data; and other remarks directed to the data specialist and his job.

Data Displays

Displays of questionnaire data will be prepared for each of the Saturday meetings. The initial meetings will be provided feedback on CDD goals. Information on ratings of accomplishment of CDD workers will be given at the discipline meetings while, at the school meetings on Saturday evening, ratings of communication and effects of program modification will be furnished.

In the peer group meetings the data will be the mean ratings of importance and accomplishment of the stated CDD goals. The ratings will be diplayed on charts of oak tag, twenty by thirty inches, with strips of different colored masking tape to indicate degree of importance or accomplishment. A sample of this data display is included in appendix G. All charts have been prepared in advance of the conference and only the data remains to be entered. Each meeting will receive the ratings of goals made by their peers. Teachers will receive the ratings of teachers; guidance counselors will have the ratings of all the guidance counselors and so on. The administrator group, however, will have available the ratings of goals made by all the peer groups.

In the discipline meetings, the evaluation of accomplishment of each kind of CDD worker will be reported in the form of the two tasks considered accomplished best and the two tasks reported as accomplished most poorly by the worker. The evaluations reported to a discipline meeting will be those made by conference participants in that discipline. Those attending the meeting will be given a blank copy of the questionnaire and will prepare their own displays of the ratings of accomplishment of the various tasks as the data specialist reads them aloud from his summary of data.

For the school meetings, communication inadequacy will be reported by chart, twenty by thirty inches, in which the five relationships receiving the most votes for communication improvement will be marked with red "x's". (see appendix G.) At these sessions also the data specialist will read aloud the mean ratings of improvement which would result from various program modifications; the participants will mark down these ratings on blank copies of the questionnaires.

Research Staff and its Administration

The conference research staff consists of five data specialists and five data analysts. The data analysts have the responsibility of summarizing the data and preparing the displays, and two of them will also be needed to serve at certain sessions as data specialists or observers. To insure that each person on the research staff knows what they are to do and where, a detailed schedule of activities of the research staff has been prepared. (see appendix H.)

Post-Conference Questionnaire

The participants' evaluation of the conference will be obtained by means of a second questionnaire to be given at the close of the conference or at a later time. In a series of five point scales, the questionnaire asks for ratings of: data feedback, sequence and assignment to meetings, conduct of meetings, topics discussed, and degree to which the conference resulted in suggestions which could be implemented in the schools. After each of these ratings specific information and discussion of the ratings is requested. The questionnaire is found in appendix I.

Special Interest Meetings

Special interest meeting groups will meet on Sunday morning. On the basis of suggestions received the seven sessions tentatively scheduled are: cultural enrichment, tutors, selection and dropout, criteria and procedures in research, group identity, problems of teaching, and evaluation of the survey feedback technique. At the conference the participants will be asked to indicate their preferences for attendance at the various sessions. Members of the ORE staff will moderate these discussions. No specific data feedback will be provided, but any data previously given will be available.

Decisions Left Open

The conference has a flexible schedule for Sunday morning. Which special interest sessions will be held will depend on the votes of the participants. The form of closure has been left undecided. The final general meeting may be one in which the post-conference questionnaire is distributed and the director sums up the accomplishments of the weekend.

CHAPTER V

AN EVALUATION OF THE MECHANICS OF THE COMPRESSED SURVEY FEEDBACK TECHNIQUE

The evaluation of the CDD Conference has been organized into two parts; the effect of the survey feedback technique on participants will be assessed in the following chapter. The mechanics of the technique will be discussed in this chapter; after describing how the final plan was actually implemented, we evaluate the questionnaire, the data feedback, and the roles of moderator, recorder, and data specialist.

Implementation of the Final Plan

For the most part, we were able to put into effect the details of the final plan as described in Chapter V.

The plans for the final morning of the conference had been left flexible. The conference participants rated their preference for the proposed special interest meetings to be held Sunday morning, and three of these meetings were dropped for lack of interest. A special meeting of science consultants to discuss a proposed summer science program was scheduled. A meeting of top administrators to discuss selection and retention criteria was also held at this time. A final closing session of all participants was not held, and the post-conference questionnaire was mailed to the participants immediately after the conference. It was felt that the participants were satiated with meetings and questionnaires by the end of Sunday morning, and in fact the extreme lateness of completion of luncheon service would have made the proposed closure meeting very difficult.

There was some deviation from the final plan. One departure from the plan was that the meetings started at least one-half hour late, due largely to the slowness of meal service, with the result that meetings were shortened and the questionnaire administration was somewhat rushed. Other deviations occurred when, contrary to plan, two principals dominated their school meetings. In addition, some tape recorders failed to operate, and there were some last minute changes in moderator assignments.

The Questionnaire on CDD Operations

The questionnaire could be improved to make it easier for respondents to complete and easier for later coding for data analysis.

The time available for completing the questionnaire proved less than we had planned because of the lateness in starting the first general meeting. In addition, there was pressure not to keep the keynote speaker waiting any long than was absolutely necessary. Under these conditions, the questionnaire seems to have been too complex and demanding. From the questions on communication (28 judgments) and the ratings by CDD workers (35 ratings), a number of items were omitted or uniform ratings of "satisfactory" were obtained. In addition to calling for a large number of judgments, the session probably demanded judgments from many of the participants which they had not thought about prior to the conference. We found that the "not applicable" rating was used for CDD workers more often than seemed reasonable. It is likely that the use of this rating was not well understood under the rushed conditions of questionnaire administration. In addition, the demands on the respondent would have been lightened by adapting a more uniform method of recording judgments throughout the questionnaire.

We should not leave the reader with the impression that the majority of the questionnaires were filled out carelessly; most of the questionnaires gave evidence of thought expended. Half of the respondents wrote additional CDD goals and almost all participants seem to have graded their own CDD job carefully in terms of accomplishment and adequacy of communication.

Further evidence on the "carelessness" factor is obtained from 77 questionnaires completed by CDD teachers who did not attend the conference but completed the instrument at their schools after the conference. Despite the fact that the non-participants could fill the questionnaire out "at their leisure" the questionnaires from conference participants were more complete. It should be pointed out, however, that the motivations of the non-participants in taking the questionnaire may not have been the same as those of the participants.

Some changes in the questionnaire would facilitate coding for data analysis. On the first page of the questionnaire, the question numbers should be equivalent to the column numbers of data punch cards. The symbol "0" should not have been used as a response alternative in parts of the questionnaire so that the "0" could have been saved to represent omitted responses.

Thus, in the section of the goals, the scale used should not be 0-4, but rather 1-5, with the 0 reserved to code omissions. On the modification items, instead of using the scale of +2 through -2, the scale of 1-5 should have been used instead to eliminate necessity for using signs. Furthermore, a numbering system should have been developed for both the task items and the communication items.

Evaluation of the Data Feedback

At first glance the data feedback methods seem to have been a complete success. During the meetings few complaints were made concerning the data displays and in fact some admiration was expressed for the fact that the data summarizing job had been done literally overnight. We should not rest on these laurels, however, but rather benefit by hindsight and examine further. First we should point out that some data feedback was probably too complex for a single meeting, e.g., the description of jobs of CDD workers. Seven kinds of workers and five jobs gave thirty-five possible items to discuss in the meeting of one and a half to two hours. The second criticism of the data feedback method is that the form of the data presented to the group did not make clear the extent of dissatisfaction with the college consultant's role.

Finally we should ask how the data were actually used by the groups. From the experience of the observers it seems that the data served primarily to establish an agenda, a list of items to be talked about. In the discussion groups there was relatively little concern with why some items had a higher rating than other items. Could we have accomplished our objectives merely by furnishing for the discussion groups a display with agenda items? We would argue that the survey and the feedback did serve to identify items which the participants generally considered important. This allowed them to establish discussion priorities quickly. Other reasons could be given for the use of the survey procedure such as the encouragement it seems to have provided for formulating of opinions and questions about a wide range of organizational issues. Furthermore, it is likely that the moderators would have stimulated more examination of the relationships within the data had they been given further training to encourage this. On the other hand, we suspect that the use of data display simply to create an agenda, represents a natural, obvious, and preferred approach for most of the participants.

Carrying out Roles of Moderator, Recorder and Data Specialist

How faithfully the moderators followed the points of the checklist can be determined from notes taken by the data specialist. The data specialist notes on deviations from the moderator checklist are recorded in table 2. Seven of the moderators were observed to deviate from the thirty minute summary rule. This is probably explainable by the fact that the moderators might have found it difficult or inadvisable to summarize the discussion at precise thirty minute intervals. We see that six of the 15 moderators failed to follow the procedure of assigning half of the group responsibility for summarizing problems raised and half for summarizing solutions. Perhaps the moderators considered this division of labor an artificial one and not helpful for discussion. Seven of the 15 moderators were observed to take the role of an active participant. This is not necessarily a departure from the assigned moderator role since the moderators were in fact instructed to try not to dominate the discussion and were not forbidden to actively engage in it. The most serious deviation in the moderator role occurred in the school meetings. In the school meetings the CDD coordinator had been assigned the job of moderator. In two of the school meetings the principal took over the meeting and proceeded to occupy the greatest part of the available time by delivering a speech to his staff. Two reasonable explanations for this violation were that the principal wanted to reassert his authority and that he wished to protect his organization from outside interference by preventing a discussion of problems within his school.

It seemed to several observers at these two school meetings that this active role by two principals was an effort to resume their control of school staff. It should be noted that in the two prior sessions, participants had been organized in groups which included peers from all five of the schools and from the colleges as well.

Concerning the role of recorder, we have already noted the departures from the thirty minute summary role. Perhaps the best evaluation of the recorder is from the notes which they produced. Immediately after the meetings an attempt was made by two of the research staff to summarize from the recorder's notes the kinds of problems and solutions raised by the various groups. Most of the notes proved quite unsatisfactory for this purpose; although they were undoubtedly clear to the person taking the notes they were too fragmentary and disjointed for another individual to interpret easily.

The good notes seemed to have been taken by those few individuals who happened to have considerable prior experience in note taking. The notes would have probably been considerably improved if the recorder had spent some time immediately after the meeting in the editing of the notes. There would, however, have been considerable difficulty in getting the recorders to accept this additional editing assignment, largely because of schedule pressures.

The role of the data specialist went smoothly. We had become especially alert to the possible difficulties in this area such as questioning the data specialist's qualification and the data specialist was asked to take note if any occurred. There were no reports of negative reactions to the data specialist; several positive reactions were noted.

CHAPTER VI

EVALUATION OF EFFECTS ON PARTICIPANTS OF SURVEY FEEDBACK

For the most part, the final conference plan was successfully carried out. In hindsight we can see some ways in which the mechanics of the conference could have been improved, as discussed in the previous chapter. Of course, a conference could be mechanically perfect and have little desired impact on the participants.

It is assumed that a survey feedback conference would have given maximum benefits to the organization if the following had occurred. The participants accepted survey feedback as a method for conducting the conference and spent little of their problem-solving time in attacking the procedure. The discussion procedures created an opportunity for free discussion and allowed the participants to discuss topics which were of value to them. Organizational goals were clarified and there was considerable learning about and understanding of others on the organization team. The participants were actively involved in proposing solutions to organization problems and many of these were suggestions which could actually be carried out in the organization. The conference provided guidance for decision-making and action by the top administrator, and a number of organizational changes were made following the conference. In this chapter we examine the extent to which the CDD conference measures up to this model. We first turn to a description of the participants' acceptance of this use of survey feedback.

Acceptance of Survey Feedback as a Method for Conducting the Conference

We had anticipated that the survey feedback technique would arouse considerable resistance on the part of the participants, that the technique would run counter to their experience with conferences, and that they might not be ready for an open discussion of CDD problems. One form of resistance expected was criticism of the method.

In general, the participants accepted survey feedback as a method for conducting the conference. They set to work with only a few minutes of meeting time devoted to criticism of the method. Data specialists noted all the occurrences of criticism of the questionnaire (twenty-two occurrences, and of criticism of the data presentations (10 occurrences).

All of these are given in table 3.[1] We are impressed by the preponderance of constructive suggestions. In addition, during the meetings and in the post-questionnaire no participants expressed a desire for lectures, demonstrations, and formal instruction in place of what was provided at this conference. The outstanding exception to the acceptance of the conference plan occurred when two principals took over control of their school meetings from the moderator and gave lectures to their staffs.

Conference Procedure and Opportunity for Free Discussion of Valuable Topics

From the post-conference questionnaire we learned that participants' opinions about the conference had provided opportunity for free discussion of valuable topics. Comments given to the question "please indicate specific points of approval or disapproval with the use of questionnaires and the summary of their answers at the CDD conference" are summarized in table 4.[1] There was a division of opinion concerning the effects of the questionnaire and data display on discussion six. Individuals commented to the effect that the feedback stimulated and directed discussion. On the other hand, eight individuals made comments to the effect that the feedback method hampered discussion and generally was too directive. The other thirty-six individuals made no comment on this subject. Table 5[1] presents answers to the question, "please indicate specific points of approval or disapproval of the ways in which the meetings were conducted." This had been defined by the preceding rating as referring to the "job of the moderator and of recorder on the discussion rules." Again there is a division of opinion by comments indicating that the meetings were properly structured and some comments stating that the meetings were over or under structured.

Table 6[1] presents responses to the question, "please indicate specific topics discussed which you found especially valuable." The tutorial program together with selection and retention of CDD students head the list of valuable topics. When asked at the beginning of the conference to rate how much improvement would result from various modifications in the program, the tutorial program and the selection of students received the highest ratings. The college consultant function was the third most frequently mentioned valuable topic. The initial questionnaire had found that the college consultant had received the highest proportion of unsatisfactory ratings in communication and job performance among various CDD personnel.

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[1] These tables are collated separately following Chapter Six pages 49 to 63.

The initial meeting was devoted to goals of the College Discovery Program but it will be noted that only two participants singled out goals as an especially valuable topic.

Topics which were felt to need attention or more attention during the conference are summarized in table 7. Selection and retention of students is mentioned most prominently as a topic which needed further discussion. (One of the special interest meetings was concerned exclusively with this topic.) The area which the participants felt needed more attention at the conference is the future of the CDD program. They were concerned about the funding of the program, what will happen to the students at college, plans for selection of students, plans for research and so on.

Clarification of Organizational Goals

Clarification of organizational goals is a desired effect of such a conference. No systematic assessment was made to determine whether the participants had indeed developed a better understanding of the organizational goals, but perhaps we can make inferences from the time and effort expanded on goals. The keynote speech and the initial session were concerned with CDD goals. In the questionnaire half of the participants wrote in additional goals for the program.

Suggestions at the Conference and Post-Conference Action -- Post Conference Questionnaire

Most conference sessions elicited active discussion of CDD problems, and a number of suggestions were given. Did these suggestions have impact on the CDD organization? We can answer this question from two kinds of information: the comments of participants given to a questionnaire shortly after the conference, and from a report made by the CDD program director on the effects of the conference.

Opinions of the participants whether or not the conference was productive of ideas which could be put into effect in the schools was elicited by the questionnaire sent to them shortly after the conference. Twenty-nine of the 47 individuals returning the post-questionnaire listed specific recommendations from the conference which they believe can actually be carried out in the schools. Six individuals wrote comments questioning whether the conference had been productive of suggestions which could be carried out in the schools.

One commented: "None of the recommendations can be carried out because the school tends to perpetuate its own practices." Another commented: "It appears that much of what was said can not be implemented without probing decisions being made at the very highest level." A third commented: "I am not sure of specific recommendations having been made. A general interest in improving the CDD Program was certainly developed." It will be seen in table 8. A number of the suggestions fell in the area of improved communication concerning the CDD Program. A science teacher commented: "I now send dittoed outlines of each study unit to the tutors, via the students, since my free time does not coincide with the time when they are available, and I confer more frequently with the guidance counselors. An English teacher remarked: "As a result of conference we have been meeting in small groups with principal, coordinator, college personnel, etc. for purposes of evaluation and future planning." A foreign language teacher mentioned: "Articulation between the tutors and the teacher." A guidance counselor mentioned: "Exchange of information between teacher and counselor." A guidance supervisor listed: "Information to junior high school counselors re selection process." In addition to improved communication other kinds of specific recommendations cited which could actually be carried out in the schools included scheduling and tutoring.

The respondents were also asked to: "Please indicate specific recommendations made which you believe can not actually be carried out in the school." It will be noted in table 9 that many of the recommendations mentioned are similar to those listed by other participants as ones that could be carried out in the schools.

Report of CDD Project Director

The summary of effects of the Lake Minnewaska conference included below was prepared by Professor Brody four months after the conference. It is based upon field notes made at the conference, interviews subsequent to the conference, staff meetings and letters from CDD staff.

Meeting and getting to know members of the CDD team from other locations was reported by many conference participants as valuable to them. Two aspects of value were mentioned in discussions at Lake Minnewaska, in later meetings, and in letters.

School and college personnel in the past had each tended to take stereotyped and somewhat negative views of the other group. The intense interactions which occurred in workshops, mealtime and recreation during the conference seem to have weakened such stereotypes: thus, a group of science specialists from different parts of the two major institutions requested, held, and favorably reported their experience during a Sunday morning meeting to explore a suggestion made by one of the teachers for a summer science program for CDD students. One product of this session was a rough draft of a proposal for which several members of this group are currently seeking funding: an equally valuable product was the report by all members of this group that they had come to see the others as excellent science educators although their viewpoints had differed early in this conference.

A second reported value was the opportunity for incumbents of the same status in different places to share problems, practices and viewpoints. Thus, teachers and counselors from one High School Development Center found that peers in other centers held opposite views of certain policies and procedures. A meeting of the principals and key City University personnel which was held at Lake Minnewaska examined some of these variations. One outcome of this administrators' conference was the negotiation and formulation in written form of an agreed policy concerning retention or dropping of CDD students from the program.

Collaborative Planning

A number of examples of collaborative planning were observed during the Minnewaska workshop sessions and in the succeeding months. These are grouped for convenience in the following categories: policies; administrative procedures; curriculum modifications; and, transition of CDD students to college.

Policies - It became clear in the first working sessions (organized by status, i.e. teacher, administrator, consultant, etc), that there was limited clarity and agreement of perceptions among CDD staff concerning program purposes and derivative procedure. For example, the students selected for the program were seen as appropriate to the program's purposes by some participants, but other participants regarded the selection process very negatively.

The discussion made it clear that the difficulties were the result of different understandings of program purposes rather than attacks upon the procedures used in recruiting, screening and referring applicants. It was proposed in two different workshops that subsequent meetings be held in the city to clarify these purposes and to restate relevant policies concerning selection. These meetings, one in December and one in January, led to recommendations submitted to and approved by the Steering Committee in March.

A similar situation obtained with regard to policies for retaining or discharging students from the program. Requests were made for a meeting of top level Board of Education and City University administrators to resolve the differences; such a meeting was held at Lake Minnewaska and an agreement reached. A written policy statement was subsequently prepared and distributed early in December.

A number of policy questions were raised in discussions. The underlying issues were defined at Lake Minnewaska in some of these problems. Examples of this development were seen in the questions raised concerning competence of the tutors referred to the centers. It was made clear at the conference that academic proficiency of tutors was not, in many cases as good as the teachers wished it to be. However it also became clear that before this conference school personnel in general excluded from their view all values of tutors to their students except subject matter training. On the other hand, guidance and CDD administrators included ego support and role identification processes in their perception of the tutor-student relationship. The underlying issues in this case were not resolved at this conference. However there was progress toward clarification of viewpoints; future discussions of the tutoring program which were planned at Lake Minnewaska were held later in the year; a considerable number of tutors were replaced for the spring 1967 semester.

Administrative Procedures - The procedures used prior to this conference for tutor selection, assignment and supervision; for student stipend payment, records and control; for ordering, inventory, issuing, and accounting for materials, equipment and supplies; as well as certain research activities were all the subject of much discussion.

In each case some level of collaborative planning took place seeking ways to define problems and issues, explore answers, and suggest actions. The amount and level of such collaborative planning varied widely from one issue to another as well as between different workshop groups. Thus, a guidance group ranged widely over a number of separate problems, accomplished some movement toward more closely agreed definition of these problems and possible future actions, then came up with a clear plan for continued work on these problems at future monthly guidance staff meetings back in the city. This plan has continued in operation to date.

Regularly scheduled participation of school coordinators in guidance meetings was suggested and subsequently implemented.

Curriculum Modifications - Initial discussions of several curriculum modifications took place in four separate workshops. In each case plans for future action were made. Thus, a group of English specialists suggested a city meeting to investigate the discussant's belief that oral and written composition were much more serious problems for CDD students than reading; it was agreed that a major need was the planning, writing and testing of a composition program especially designed for CDD. Such a program was instituted and this plan is now in action. Similarly a mathematics group proposed investigation of the need and possible structure of special algebra and geometry programs and such a program is now under development by a special committee of college and school personnel. A social studies group proposed examination of the special needs of CDD students in that subject. A meeting of social studies chairmen and college consultants was held during the early winter and plans adopted which are now in operation. Thus, this spring all CDD students in one center were tested with a standardized instrument; the scoring and analysis have been completed and implications of results for next year's social studies teaching are being summarized at this time.

A major problem involved definition of the intended role of college consultants in the CDD program. This has been mentioned above but is included here since initial plans to work at this problem were evolved at the conference. A later series of city meetings resulted in satisfactory arrangements among consultants and high school personnel regarding functions and responsibilities: for example, only one situation among the twenty-five high school departments remains at this time in which a high school chairman and college consultant have not agreed on a pattern for the consultant's work in that department.

Transition of CDD Students to College

Another serious problem toward whose resolution initial planning began at Lake Minnewaska was concerned with high school-college articulation for CDD students. The City University had guaranteed that it would admit every successful graduate of the College Discovery and Development Program to a unit of the University. However, prior to the Lake Minnewaska conference, there had been no definition of differential standards of success for admission to baccalaureate, junior college liberal arts transfer, or two year community college terminal programs. Many inherently related problems were raised during the Minnewaska meetings. Planning for subsequent works on these problems was begun and a number of steps have since been completed.

Thus, the monthly guidance conferences have planned and begun a guidance staff development program to provide information, suggest techniques and prepare materials for the intensive counselling of CDD students whose first class will be graduated in June 1968.

Similarly proposals for definition of criteria for college program acceptance are under formulation at this time.

A General Note on Problem Solving at Lake Minnewaska

It seems evident that a large number of suggestions were made at the conference for attempting solutions to the program's problems. It should perhaps be emphasized at this point that, in almost all of these discussions by a large number of separate groups, there was a consistent need to reexamine the proposed problem, its sources, the proposed solutions, the ranges of freedom of action by CDD staff, the focus of legal power for decisions and of staff access for persuasion where such power was actually beyond CDD staff possession.

In some of the situations which arose, the action suggestions made were outside the power, or beyond the control of participants. The orientation session of discussion moderators which had emphasized the need to explore this kind of distinction was found extremely valuable. For example, the dissatisfaction of teachers with the results of the tutoring program led one group of teachers to demand that the funds for tutoring be re-allocated to other program aspects.

The moderator's questions, "Are we able to make such a decision in this group?" "How can we find out what the facts are?" led to an immediate call for the Director to join the group. The Director explained the funding and the law under which the tutoring funds had been granted. This made it clear that it was in fact not possible to carry out the suggested fund transfer. This general pattern also obtained in other group meetings. As a result most of the suggestions given by conference participants were in fact proposals for actions within the immediate power of school or university personnel to implement, or were proposals for negotiations with those who possessed such decision powers, or were proposals for subsequent actions. Many such subsequent actions have occurred or are now in process.

It is perhaps germane to ask whether the positive actions seen resulting from this conference are attributable solely to the use of compressed survey-feedback. The writer makes no claim that this is so: it is evident that the techniques used led to productive engagement of participants at the conference; it is clear that many misunderstandings were clarified; it is certain that the technique was only minimally resisted by participants and that but few negatives were expressed to the data feedback process. It is also evident that a large amount of collaborative planning occurred at the conference and that a considerable amount of this planning was subsequently implemented. It is certain that there was little search for solutions outside areas open to activity by participants.

However, whether equally or more productive results might have come from another kind of conference structure and activity must remain speculative.

CHAPTER VII

SUMMARY AND CONCLUSIONS

This report has described the application of survey feedback to a weekend staff conference of the College Discovery and Development Program. Separate chapters have dealt with: (a) the CDD organization and its problems (b) the survey feedback technique as a method for stimulating organization change (c) the method used to develop materials and procedures for conducting the conference by condensed survey feedback (d) the detailed final plan for conducting the conference (e) an evaluation of the mechanics of running the conference (f) an evaluation of the effect of the conference on the participants and on the CDD organization.

The College Discovery and Development Program has the overall goal of increasing the number of students from disadvantaged backgrounds able to enter the City University and successfully complete a bachelor's degree program. The CDDP, operated at five high schools of New York City, provides special educational assistance to high school students who have social disadvantages and generally unsatisfactory school performance, but who nevertheless show potential for college. The special educational assistance includes small classes, augmented guidance services and tutoring. The program also includes the use of college professors as consultants to the high school staff. At the time of the conference, November 1966, the program was in its second year of operation. A number of organizational difficulties existed including: differences in climate, facilities and academic objectives among the host high schools; uncertainty regarding role and function of staff, especially with regard to the college consultants; lack of clear and agreed criteria for selecting and dropping students from the CDD program; uncertainty regarding the selection, effective use, and supervision of the activities of tutors. It was felt that the use of survey feedback would result in accomplishment of certain conference goals to a greater extent than would a usual conference of speakers and workshops. These goals included: the review and examination by all participants of program objectives, performance and working relationships; and, the proposing of solutions to organizational problems. It was believed that such a conference should give a better basis for administrative decision-making than would the traditional conference.

Survey feedback as a method of stimulating problem diagnosis and change in organizations involves determining by questionnaire the opinion of participants concerning the functioning of the organization and their own roles and motivation; these answers are summarized and are presented to various groups from the organization for discussion and action. Collaborating behavioral scientists attempt to facilitate the examination of the implications of the survey findings but generally do not interpret, advise or recommend. In the past, survey feedback method has been used in industrial and educational organizations and has required a year or more of collaboration between the behavioral scientist and the organization. In the situation reported here, the investigators compressed and adapted the survey feedback method for the weekend conference of the CDD staff. To their knowledge, this conference became the first one in which survey feedback was used for structuring.

The application of survey feedback to the conference was developed as follows: (a) an initial rough plan was drawn up by Professor Thurlow Wilson of the Office of Research and Evaluation, DTE staff. (b) The research staff raised questions and suggested modifications of the plan. (c) CDD school personnel were consulted and their suggestions and support were obtained. (d) The revised plan was presented to the entire research staff. (e) Conference discussion sessions were simulated or role played by members of the ORE staff and discussion rules, method of data presentation and observation method were revised as a result.

The full report gives a detailed exposition of the final plan for the conference including: the schedule of events; the introduction of participants to the conference; the questionnaire; methods of data feedback and discussion at the various meetings; the data displays; methods of observing the meetings; special interest meetings with no survey feedback; the post conference questionnaire; the responsibilities of the research staff; and, a list of matters upon which pre-conference decisions had not been made. All memos and materials used in running the conference are given in appendices.

Some one hundred people attended the weekend conference. Those attending from the five CDD high schools included: teachers, guidance counselors, department chairmen, and principals. The central office of the New York City Board of Education was represented by guidance supervisors and administrators. City University personnel at the conference included the central staff of the CDD Program, college curriculum consultants and staff of the Office of Research and Evaluation.

The first session, held Friday evening, included all participants and consisted of opening remarks, the administration of the CDD questionnaire, and a keynote speech. Replies to the CDD questionnaire were summarized and displays were prepared for use at each of the meetings held on Saturday. Saturday morning discussion groups consisting of those in the same position (e.g., teacher, college consultant, administrator) were given a summary of opinions concerning CDD goals. Saturday afternoon disciplines (e.g., English, Science, Social Studies) met together and reacted to opinions from the CDD questionnaire concerning accomplishments of various types of CDD workers. Each of the five CDD high schools held individual meetings Saturday evening. CDD questionnaire data fed back to the school meetings dealt with communication between CDD personnel and anticipated effects of proposed changes in the CDD program. Sunday morning gatherings were each focussed on a topic of special interest to conference participants, as determined by a poll taken during the conference, (for example, cultural enrichment, turors, and selection of CDD students).

For each meeting with data feedback, a moderator and a recorder were chosen from all those attending. A data specialist who was an ORE staff member, was also designated. The moderator was to run the meeting according to a prescribed set of rules. The recorder was to take periodic notes on CDD problems and suggestions. The data specialist was to give a non-evaluative presentation of the data and write observations on certain events occurring during the meeting (for example, deviations of the moderator from the rules or requests for additional data).

The conference ran according to the final plan with a few exceptions. The most important deviation occurred when, contrary to instructions, two principals took over their school meetings and gave lengthy speeches to their staff. These two meetings comprised two of a total of twenty-two meetings, in fifteen of which data feedback was used on the planned basis.

The mechanics of the conference were evaluated by examining the CDD questionnaire, the data feedback, and the ways in which the specified discussion roles had been played. As a result of the conference experience, recommendations are given for improvement of the questionnaire and the data feedback. The major need was for simplification and reduction of the material covered. The observer notes described to what degrees the discussion moderators had carried out their specified role; the major problem proved to be overparticipation by moderators. When the investigators used the recorders' notes to summarize for all meetings the problems raised and solutions proposed, they found these notes rather unsatisfactory. Care had been taken that the data specialist or research staff observer not become a focus of attention in the meetings, and it was found that the data specialists did manage to remain unobstrusive.

The effect of the conference on the participants and on the CDD organization in general was determined from observer notes, from a post-conference questionnaire and from informal observations made by the CDD director in the months following the conference. The major findings were: (1) participants showed only minor resistance to the survey feedback method of conducting the conference with the notable exception of the two principals who took control of their school meetings, (2) CDD personnel cited a number of topics of value to them which had been discussed, especially the tutorial program, selection and retention of students and the function of college consultants, (3) participants were approximately equally divided as to whether the data feedback and discussion procedure had hampered or stimulated and guided their discussions, (4) half of those responding to the post-conference questionnaire listed one or more specific recommendations emanating from the conference which they believed could be carried out in the schools; these recommendations most commonly concerned improved communication between CDD staff. On the other hand, approximately one-third expressed skepticism as to whether recommendations made at the conference could be carried out in the schools. (5) Conference discussions were at least partly responsible for a number of decisions and actions taken after the conference relating to student selection and retention, special programs in English, mathematics and social studies, and the role of the college consultant.

TABLES

Table 1

Numbers of Various CDD Personnel Completing Conference and Post Conference Questionnaires

Number completing questionnaire:

	Conference	Post Conference
Teacher	34	21
Guidance Personnel	10	7
Guidance Counselor	7	3
other guidance	3	4
College Consultant	7	7
Administrators	17	18
coordinator	5	5
dept chairman	6	8
principal	4	4
admin. assist.	1	1
other admin.	1	0
TOTAL	68	58

Table 2

Departures from Moderator Checklist
(based on observer notes for 17 conference groups)

Number of Departures	
	DISCUSSION PROCEDURES
1	1. Announce composition of group; ask participants and data specialist to introduce themselves.
3	2. Turn on tape recorder.
0	3. Announce discussion objectives: to consider the questionnaire data to discuss CDD problems implied by the data to suggest possible solutions
	4. Outline discussion procedure to group as follows:
	a) Session will be two hours long.
	b) Questionnaire data display will be presented by data specialist.
2	c) We will summarize the discussion at approximately 30 minute intervals, at a convenient point.
1	d) A recorder will note down problems raised and solutions suggested but without identifying the contributor. These will be collected at each session and summarized at end of conference. Tape recorder is being used to ensure us against loss of suggestions.
	e) Recorder will read notes at end of session.
6	5. Assign one-half of the group responsibility for summarizing problems raised and the other half responsibility for summarizing solutions at each of the 30 minute summary breaks.
3	6. Appoint a recorder; recorder is not to take notes during the discussion but only to take down summarized points distated by group.
0	7. Ask data specialist to keep track of time and to signal 30 minute points.
1	8. Ask data specialist to present data. Data specialist will not interpret data; this is for the group to do.
1	9. Allow time for data study and ask for comments.
7	10. At each 30 minute summary point, ask group to summarize problems raised and solutions suggested.
2	11. Ten minutes before end of session, ask recorder to read notes.
	12. At end of session, data specialist will collect recorder notes and tape.

Table 2 (continued)

Number of Departures	
	Discussion Tips
	1. Try to limit discussion to one topic at a time.
1	2. Try to stop private discussions; suggest that all comments should be heard by entire group.
1	3. Continually ask participants to suggest solutions. Ask, "What can we do about the problem?"
	4. Limit vague gripes with such comments as: "We are not here to assign blame." "We are here to suggest possible solutions for future action." "We are here to find out how our colleagues perceive the CDD Program"
	No departures from plan were reported by two observers
	Other departures:
7	Moderator also took role of active participant.
1	Summary too long for time limits
1	No moderator, data specialist was moderator
1	No data specialist
1	Moderator called participants by name
2	Discussion during summaries
2	Principal delivered speech
1	No moderator, principal took over moderators role

Table 3

Comments on Survey Feedback Method During Conference Meetings: Criticisms of Questionnaire and Data Presentation, Requests for Additional Data (from observers' notes of 17 conference meetings)

A. Criticisms of Questionnaire

-Questions should have been completed by students.

-Questionnaire not clear enough in all respects.

-Item 41 not clear.

-QB5 is loaded

-Description of college consultant's role not realistic.

-Instrument not valid--How can we evaluate what a guidance counselor is doing.

-Have people in area prepare questionnaire (i.e. Tasks)

-Not enough time given to take questionnaire--data may not be that valid. (3)

-Instructions not clear on questionnaire.

-"Accomplishment" is an interpretation.

-Circulate questionnaires in advance.

-Teachers should not rate some cells for communication.

-Why have students in interaction chart?

-Communication matrix does not include communication amongst teachers.

-Difficulty understanding + and - ratings.

-Question validity of some items in questionnaire.

-Items not specific

-Provide further clarification about suggestion for "additional goals".

-Lack important goal--self-esteem

-How could teacher know about identification of students?

B. Criticisms of Data Presentation

-Wanted interpretations, which data specialists could not give.

-N did not represent all CDD

-Insufficient data

-Data summaries are meaningless.

-Impression of Data Specialist that data not necessary, and that participants discussed topic without referring to data (2)

-Criticized clarity of items on chart.

-What does "moderate" mean?

-Numbers on display too small

-Data in sessions "c" doesn't time with information in earlier session.

Table 3 (continued)

A. Requests for Survey Feedback Data

- -Data too general - needs clarification
- -What is method of determining top and bottom 2 in accomplishment
- -Number of individuals answering
- -Data on range or dispersion
- -Distribution of ratings of suggested changes
- -Request for data which will be given later
- -Wants to see charts of the other groups (2)

B. Requests for data about CDD Program

- -Conditions of college entrance
- -Drop-out data
- -Identification criterion
- -Attendance record comparison
- -Criterion for determining disadvantage (2)
- -Personality problems of child
- -Comparison of summer program students with the others.
- -Need for further assessment of attitudes of CDD personnel
- -Results of standardized tests
- -Absenteeism data

Table 4

Evaluation of CDD Lake Minnewaska Conference by Participants

Questionnaire and Data Presentation

"Please indicate specific points of approval or disapproval with the use of questionnaires and the summary of their answers at the CDD Conference."

		Teachr	Guid.	Coll	Con	Admin	Total
	NO COMMENT MADE	6	2	1		4	13
	CONTENT AND WORDING OF QUESTIONNAIRE						
	Ambiguous, complex	5				2	7
	No allowance for differences in interpretation to questions		2			1	3
	Some did not have the information to answer	1		2			3
	How were questions selected?	2					2
	too superficial	1					
	ommitted important areas	1					
	"quantifying the obvious" to protect CDD program			1			
	Some questions allowed only all or nothing response	1					
	should have had more opportunity to indicate dissatisfactions	1					
	Should teachers evaluate administrators?	1					
	ADMINISTRATION OF QUESTIONNAIRE						
	Give questionnaire before the conference	1	1			2	4
	Not enough time to complete, too long	2		1		1	3
	Too tired Friday to take questionnaire	1					
	SUMMARIZING AND REPORTING DATA						
+	liked rapid feedback			1		1	2
	no presentation of write in comments	1					
+	summaries were good	1				1	
	no. of cases too few for discipline groups for meaningful statistics	1					
	Did not take into account those in CDD who did not attend the conference		1				
	EFFECT OF QUESTIONNAIRE AND DATA DISPLAY ON DISCUSSION						
+	stimulated and directed discussion, springboard for discussion	1	2	2		1	6
	hampered discussion, too directive	3	2	1		2	8
+	related individual sessions to total theme of conference			1			
	Gave long list of questions for discussion and only discussed first few					1	

Table 4 (continued)

	Teachr	Guid.	Coll Con.	Admin.
MEAN RATING OF SATISFACTION WITH QUESTIONNAIRE AND FEEDBACK PROCEDURE 4 = complete approval 0 = complete disapproval	2.68	2.85	3.28	2.75
NUMBER OF CASES	22	7	7	14

Table 5

Evaluation of CDD Lake Minnewaska Conference by Participants

Way in Which Meetings were Conducted

"Please indicate specific points of approval or disapproval of the way in which the meetings were conducted"

	Teachr	Guid	Coll	Con	Admin	T
NO COMMENT MADE	12	3	3		10	28
MEETINGS PROPERLY STRUCTURED						
Meetings were well structured	2					
free discussion					1	1
recorder promoted focus	2					
MEETINGS OVER OR UNDER STRUCTURED						
moderator cut off discussion where it might have been profitable		2				2
rules were "straitjacket"			1			
lack of opportunity to discuss some problems we had hoped to discuss	1					1
we strayed from issues	1					
too much stress on questionnaire results	1					
too much concern with meeting technique		2				1
TAPE RECORDER						
inhibiting	1					
good idea					1	1
all meetings should have been taped			1			
recorder unnecessary with tape recorder	1					
RECORDER(ASSIGNED TO WRITE NOTES)						
recorder promoted focus	2					
recorder unnessary with tape recorder	1					
30 minute summaries interrupted					1	1
recorder should have been provided so that a group member did not have to assume this duty		1				
recorder was able to participate in the meeting			1			
OTHER COMMENTS						
presence of status person was inhibiting	1					
needed information critical to the discussion	2					
not enough time for deep examination of problem	1					
meetings too long	1					
some people not aware before conference of their role			1			
need moderators with stimulating personalities					1	
orderly procedure but no insights					1	1
dividing group in half to keep track of problems and solutions was no good					1	
MEAN RATING OF SATISFACTION WITH WAY OF CONDUCTING MEETINGS	3.04	3.43	2.71		3.28	3.15
No. of Participants	22	7	7		14	

Table 6

Evaluation of CDD Lake Minnewaska Conference By Participants

Valuable Topics Discussed

"Please indicate specific topics discussed which you found especially valuable."

	Teachr	Guid	Coll Con	Admin	Tot
NO VALUABLE TOPICS LISTED	8	2	2	4	16
CDD PERSONNEL AND RELATIONSHIPS					
college consultant function	3	1	2	3	9
clarification of guidance role	1	1	1		
relationship between CUNY and BOE	1				1
teachers reports on CDD students		1			1
consultant-teacher		1			1
consultant-dept chairman		1			
role of principal			1		1
problems encountered by teachers	1				1
tutorial	4	3	1	3	11
OTHER					
how my subject is handled in other centers	1				1
lack of communication	1				1
structuring of teaching procedures	2	1			3
class size	1				1
funds for materials	1				1
curriculum	1	1	1	2	5
Upward Bound and CDD	1				1
Coordination within school	1				1
articulation with jr. high counselors		1			1
procedures in different centers		1	1	1	3
problems of different centers			1	1	2
help available to schools				1	1
goals, aims		1		1	2
future of CDD				1	1

Table 7

Evaluation of CDD Lake Minnewaska Conference by Participants

Topics Needing Attention or More Attention

"Please indicate CDD topics which needed attention or more attention during the Conference."

	Teachr	Guid	Coll Con	Admin	Tot
NO TOPICS LISTED	6	1	2	3	12
CDD PERSONNEL AND RELATIONSHIPS					
tutorial program	1			1	2
intercenter communication	1				1
how various people are supposed to work together	1				1
teacher selection				1	1
problems encountered by teachers	1				1
orientation of CDD teacher	1				1
functions of guidance counselor	1				1
coping with lack of prof. clinical help		1			1
articulation Univ. and high school				1	1
role of consultant				2	2
CDD STUDENT					
new approaches to CDD student	1				1
criteria for selection	2	1		3	6
retention of students	2	1		1	5
development of leadership qualities in students	1				[illegible]
what will happen to CDD student in college	1			1	2
emotional problems of CDD students	1				[illegible]
plan for CDD students with records of failures		1		1	2
plans for selection of CDD students		1			1
FUTURE OF CDD PROGRAM					
funding of cultural program	1				[illegible]
future of program	1				1
what will happen to CDD student in college	1			1	2
whether to retain CDD classes in senior year	1				[illegible]
plan for CDD students with record of failures		1		1	
retention of students	2	1		1	4
plans for selection of CDD students		1			
vocational guidance		1			
plans for research			3		3
OTHER					
specific teaching techniques	1			1	
purpose of CDD program	1				1
curriculum construction	2	1	1	1	
subject area	1				
cultural enrichment				1	1
problems of staffing				1	1
articulation of CDD and Columbia summer session				1	
comparison between centers--%passing, regents				1	1
stipends				1	1

Table 8

Specific Recommendations Which Can Actually Be Carried Out in the School

(Summary & Analysis of Items 6 & 7 of Post Conference Questionnaire)

	(N=10) GC	(N=7) CC	(N=16) AD	(N=34) T	(N=67) TOTAL
COMMUNICATION	6	3	11	7	27
Between departments & other CDD personnel, teacher & Adm. GC, etc.	1		2	1	4
Sharing of experiences with other teachers & schools (in writing)		1			1
Weekly or frequent conferences at the schools		1	3	4	8
Improved communication between HS and feeder schools (i.e. re selection process)	2		2		4
Better liaison between teacher & tutor (teachers send dittoed outline of Study Unit to tutor)			1	2	3
Periodic teacher-parent meeting	1				1
Have inter-center newsletter for different subject teachers		1			1
Closer articulation of Dept. ch. with teachers & tutors			2		2
Meeting of college consultant & tutors			1		1
Feedback & information about selection process	1				1
Guidance counselor should acquaint JHS counselors with emotional problems to be considered in student selection	1				1
SCHEDULING	1	4	1	4	10
Better scheduling		1			1
Smaller classes		1			1
Released time for teachers		1			1
2 periods for all FL students		1			1
Reduced work load for CDD coordinator		1			1
More double periods (& homework in school)				3	3
Teacher remaining after school occasionally to assist tutor				1	1
Schedule students into classes not designated as CDD	1				1

Table 8 (continued)

	(N=10)	(N=7)	(N=16)	(N=34)	(N=67)
	GC	CC	AD	T	TOTAL
TUTORING	3	1	5	1	10
Better coordination of tutors		1	2		3
Recruitment & training of tutors	2		2		4
More effective utilization of tutors			1		1
On the job assistance from Dept. Chmn.	1				1
Give programmed materials to tutors				1	1
ROLE	1	1	3	0	5
Curriculum development by chairman		1			1
Problem of role & function of consultant			1		1
Determining of responsibilities of HS chairman & college consultants			1		1
College consultant helps in working with individual case material	1				1
Department chairman has role in selecting CDD teachers			1		1
OTHER	2	1	4	4	11
Better screening procedures			1		1
Improved teacher & pupil orientation to program			1		1
Retaining of pupils on other than college preparatory tract			1		1
Enrichment procedures (excursions, college visits, supplementary materials, & machines		1	1	1	3
Description of emotional problems making candidates unsuitable for program	1				1
Need for higher level decisions	1				1
Aims of program must be learned as commitments of students				1	1
Increased emphasis on study & test-taking habits				1	1
Adaption of English to other subject areas				1	1
Number of suggestions	13	10	24	16	63
NO ANSWER	3	4	6	9	22

Table 9

Specific Recommendations Which Cannot Actually be Carried Out in the School

(Summary and analysis of items 6 & 7 of post conference questionnaire)

	(N=10)	(N=7)	(N=16)	(N=34)	(N=67)
	GC	CC	AD	T	TOTAL
COMMUNICATION	2	2	0	2	6
Special meetings with teachers for isolated cases of superior students		1			1
Private & group conferences with Guidance counselor	2				2
More college consultant/teacher conferences		1			1
More cooperation from chairmen				1	1
Greater communication of CDD teacher with CDD personnel outside the school				1	1
SCHEDULING	1	0	3	3	7
More double periods (for science, for math 9 & 10)			1	1	2
3-term, rather than 2-term courses	1			1	2
Released time for program teachers				1	1
Smaller class size			1		1
Problem of space			1		1
TUTORING	1	1	2	1	5
Hiring of retired teachers &/or student teachers as tutor		1			1
Screening & adequate supervision of tutor			2	1	3
Facilities for tutors	1				1
OTHER	3	2	2	5	12
Teachers should proceed at pace commensurate with student needs (student directed, not content directed)		1		2	3
Curricular adaptions for CDD pupils		1			1
Accent place on mastery of subject, not memorization of a set of responses				1	1
Innovations in teaching techniques	1				1
Clearly structured role for college consultants, make it more creative			1		1

Table 9 (continued)

	(N=10) GC	(N=7) CC	(N=16) AD	(N=34) T	(N=67) TOTAL
Use of Bronx HS of Science on experimental basis (to provide better motivation)			1		1
Better timing of funding	1				1
Alternate college programs than 4 years	1				1
Weekend camping trips (3-week coed trips, summertime trips)				1	1
None of the recommendations can be carried out, because the school tends to perpetuate its own practices, for convenience				1	1
Number of Suggestions	7	5	7	11	30
NO ANSWER	3	5	2	12	31

Table 10

Total and Responding Number of Participants to In-Conference and Post-Conference Questionnaire

Institutional Affiliation Official Status of Participants	Status Total	Number Completing Questionnaire Conference	 Post Conference
College Discovery Center Personnel			
Coordinator	5	5	5
Secretary	1	-	-
Teacher	44	34	21
Guidance Counselor	7	7	3
Chairman, High School Department	7	6	8*
Principal or Administrative Assistant	5	5	5
	69	57	42
Board of Education Personnel			
Guidance Supervisor	3	3	4*
Administrator	3	1	0
	6	4	4
City University Personnel			
College Discovery and Development Staff	9	-	-
Office of Research and Evaluation	9	-	-
College Curriculum Consultant	9	7	7
Secretary	1	-	-
	28	77	7
Columbia University			
Observers from Double Discovery Project	2	-	-
	105	68	53

*Additional questionnaire collected from participant not officially registered at conference.

APPENDIX A

THE USE OF SURVEY FEEDBACK IN THE 1966 COLLEGE DISCOVERY AND DEVELOPMENT CONFERENCE

(distributed to ORE staff for discussion at ORE staff meeting.)

A three day conference of certain participants in the College Discovery and Development Program--teachers, counselors, college coordinators, administrators--will be held on November 18-20 at Lake Minnewaska. The theme of the conference will be "CDD Goals and Realities". The planned research is a method of conducting the conference.

Aims of the Research

1. To determine how the CDD Program is seen by various participants with regard to: goals, accomplishments, roles of participants, personal satisfactions and dissatisfactions.

2. To stimulate participants to review objectives of the program, performance, working relationships.

3. To stimulate the participants to make recommendations concerning the CDD program in the light of their critical review of the program, recommendations which can and will be translated into action at the school level.

4. To assess the willingness and ability of various participants to recognize and deal with various problems of CDD such as conflicting role expectations, discrepancies between desired and actual performance, communication difficulties.

5. To assess whether following the conference any action is taken at the school level concerning the recommendations made at the conference.

6. To determine the participant's reaction to the researchers and the method of conducting the conference.

7. To aid the administrators in making policy decision about CDD.

8. To help the ORE research staff in the development of research about CDD.

Summary of Method of the Planned Research

On arrival participants will complete a questionnaire giving their beliefs and opinions concerning the CDD program. (See attached copy of tentative questionnaire). This information will be summarized and will be presented to small groups of participants the next day. The information given to the groups will also include objective data such as dropout rates and objective test performance. Each group will be encouraged to discuss the information to arrive at evaluations and recommendations. A member of the research staff will be present at each discussion to give the information and to observe. These sessions would be tape recorded for later analysis. The participants will finally complete a brief questionnaire to elicit comments on the conference.

CONFERENCE SCHEDULE

Friday Night - Opening speeches
Administer questionnaires (20-30 minutes)

Saturday Morning - Teachers assigned to 12 man discussion groups randomly. Guidance, administrators, will have their own meetings. Survey feedback.

Saturday Afternoon - Teacher and college consultants meet by specialty (English, math, science, etc.). Survey feedback. Guidance and administrative personnel will have own meetings.

Saturday Evening - The personnel of each of the five CDD high schools will have a meeting. Survey feedback.

Sunday Morning - Special interest group meetings. (No survey feedback). Individuals will elect which session they wish to attend. Examples of possible topics: enrichment, using outside agencies, special learning problems of the disadvantaged, dropouts from the program, etc.

Sunday Afternoon - Summing up of conference and closing speech. A brief questionnaire.

APPENDIX B

FIRST DRAFT OF CDD QUESTIONNAIRE

(distributed to ORE staff for discussion at
ORE staff meeting.)

Ideal Goals of the CDD Program

Here is a list of 8 goals which various people have mentioned for the CDD program. We want to find how important you think each of these goals are for an ideal CDD program. Rate the importance of each goal in the ideal program 1, 2, 3, 4, or 5 with these meanings:

1 - if you think the goal is extremely important

2 - if you think the goal is quite important

3 - if you think the goal is somewhat important

4 - if you think the goal is slightly important

5 - if you think the goal is of little or no importance

Your Rating for
IDEAL CDD Program

________ improve teaching methods for disadvantaged children

________ develop self esteem and self confidence of CDD students

________ prepare the students so that a maximum number will complete a 4-year college

________ develop the students' appreciation for, and desire to participate in--the middle class way of life

________ enable the maximum number of CDD students eventually to get a a well paying job

________ develop in the students a deep appreciation for, and interest in the arts (music, literature, etc.)

________ develop the students' understanding and pride in their own racial or ethnic group

________ make sure that a maximum number of CDD students complete high school

Actual Accomplishments of CDD Program

Now we would like to know how well you think each of these 8 goals is being accomplished by the CDD program. Rate the accomplishment of each goal 1, 2, 3, 4, 5 with these meanings:

1 - if you think goal is being accomplished extremely well by CDD program

2 - if you think goal is being accomplished quite well by CDD program

3 - if you think goal is being accomplished somewhat by CDD program

4 - if you think goal is being accomplished only slightly by CDD program

5 - if you think there is little or no accomplishment of this goal by CDD program

Your Rating of
Actual Accomplishment
of this Goal

________ improve teaching methods for disadvantaged children

________ develop self esteem and self confidence of CDD students

________ prepare the students so that a maximum number will complete a 4-year college

________ develop the students' appreciation for, and desire to participate in--the middle class way of life

________ enable the maximum number of CDD students eventually to get a well paying job

________ develop in the students a deep appreciation for, and interest in the arts (music, literature, etc.)

________ develop the students' understanding and pride in their own racial or ethnic group

________ make sure that a maximum number of CDD students complete high school

Description of CDD Jobs

COLLEGE CONSULTANT

Mark + before the two jobs that you think that college consultants are accomplishing most and - before the two jobs that you think they are accomplishing least.

Supply needed material to teacher or expedite the obtaining of the materials

Help evaluate how well the CDD program is working and where it can be improved

Acquaint the teacher with new and promising approaches for teaching the disadvantaged student

Make colleges aware of the needs of teachers and other school personnel in the CDD program

Talk over the day to day classroom problems with teachers

Help teacher to understand and deal with the emotional needs of CDD students

Help the teacher to make lesson plans for the week

CDD SCHOOL COORDINATOR

Mark + before the two jobs that you think that school coordinators are accomplishing best and - before the two jobs that you think they are accomplishing least.

Supply needed material to teacher or expedite the obtaining of the materials

Help evaluate how well the CDD program is working and where it can be improved

Acquaint the teacher with new and promising approaches for teaching the disadvantaged student

Make the prinicipal aware of the needs of teachers and other school personnel in the CDD program

Talk over the day to day classroom problems with teachers

Help the teacher to understand and deal with emotional needs of CDD students

Help the teacher to make lesson plans for the week

Plan and carry out the training of CDD tutors

CHAIRMAN OF HIGH SCHOOL DEPARTMENT

Mark + before the two jobs that you think that the department heads are accomplishing best in the CDD program and - before the two jobs that you think that they are accomplishing least.

Supply needed material to teacher or expedite the obtaining of the materials

Help evaluate how well the CDD program is working and where it can be improved

Acquaint the teacher with new and promising approaches for teaching the disadvantaged student

Make the principal aware of the needs of teachers and other school personnel in the CDD program

CDD Conference--Description of CDD Jobs

Talk over the day to day classroom problems with teachers

Help the teacher to understand and deal with emotional needs of CDD students

Help the teacher to make lesson plans for the week

Plan and carry out the training of CDD tutors

Now we would like your opinion concerning what various kinds of people in CDD (teacher, guidance counselor, tutor, etc.) are accomplishing.

TEACHER

Mark a + before the two jobs that you think CDD teachers are generally accomplishing most.
Mark a - before the two jobs that you think CDD teachers are accomplishing least.

Bring out hidden academic potential of students

Get students to recognize the importance to them of high school and college

Make sure that students study the assigned material thoroughly

Help students overcome deficiency in basic academic skills such as reading

Impress students with the importance of good manners and good personal appearance

Maintain order in the classroom

Serve as a model or object of identification for the student

GUIDANCE COUNSELOR

Mark a + before the two jobs that you think CDD guidance counselors are accomplishing most.
Mark a - before the two jobs that you think CDD guidance counselors are accomplishing least.

Help the teacher to understand the emotional needs of CDD students

Help the CDD students by counseling them

Supervise the testing of CDD students

Deal with discipline problem cases

Help teacher design instructional material suited to special needs of CDD students

Serve as a model or object of identification for the student

CDD TUTOR

Mark a + before the two jobs that you think CDD tutors are accomplishing most.
Mark a - before the two jobs that you think CDD tutors are accomplishing least.

Provide children with first hand information concerning what colleges are like

CDD Conference--Description of CDD Jobs

Help the teacher to understand the emotional needs of CDD students
Correct papers
Explain important subject matter concepts to the CDD student
Serve as someone with whom the student can identify
Assist the teacher in maintaining discipline

APPENDIX C

GUIDE FOR DISCUSSION LEADERS

(Distributed to ORE staff for use at ORE staff meeting
concerned with CDD conference.)

A. Role of Discussion Leader: The discussion leader should try to facilitate the discussion, act as a springboard, introduce the several topics and give ample time to each, etc. He should not try to lecture or dominate the discussion.

B. Timing: The Discussion groups will be formed at about 10:00 a.m. and will end about 10:45 a.m.

C. Appointment of a Reporter: At the beginning of the discussion period, each discussion leader will appoint a recorder for his group. The recorder will be responsible for jotting down the essentials of the on-going discussion, and to make a 2-3 minute presentation to the meeting after the whole group reconvenes. (It should be noted that the reporter is a responsible position and not just secretarial, so that the selection should be carefully considered.)

D. Suggested Questions

The following are a list of suggested questions which should serve to indicate the scope and direction of the discussion.

1. What are the advantages and disadvantages of the survey feedback discussion method of conducting the conference as compared to the usual conference methods?

2. What behavior at the CDD conference might result from the use of survey feedback?

3. What behavior at the CDD conference might result from the presence of observers and researchers?

4. What forms of data display would be best for the conference?

5. At the discussion, what should be the role of the discussion leader? the researcher? the reporter?

6. Under what conditions would the survey feedback discussion technique lead to actual change in the CDD operations of the school?

7. What types of data gathering is needed at the final session and/or after the conference?

APPENDIX D

PROGRAM OF CDD CONFERENCE

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
Lake Minnewaska Conference

Tentative Program

Theme "CDD, Goals, Progress and Problems"

Friday November 18, 1966

4:00 - 7:30 P.M. - Registration
7:30 Dinner
8:30 General Session
  Introductions and Greetings
  Survey of Conferees' Opinions
    Re: CDD Goals, Progress, Problems
  Keynote Address
    Dr. Jacob Landers
    "CDDP, Goals, Progress, Problems"
10:00 Informal Social Activities

Saturday November 19, 1966

8:00 Breakfast
8:45 - 9:15 Briefing for workshop moderators, recorders
9:30 -11:30 Workshops A - organized by position

- A 1 - Teachers
- A 2 - Teachers
- A 3 - Teachers
- A 4 - Teachers
- A 5 - College Consultants
- A 6 - Guidance Workers
- A 7 - Administrators

11:30 - 12:30 Free Time
12:30 - PM Lunch
2:00 - 4:00 Workshops B - organized by specialization

- B 1 - English
- B 2 - Social Studies
- B 3 - Mathematics
- B 4 - Science
- B 5 - Foreign Language
- B 6 - Guidance
- B 7 - Administrators

4:00 - 6:00 Free Time
6:15 Register for choice of Sunday groups
6:30 Dinner
8:00 -10:00 Workshops C - organized by school

- C 1 - Seward Park
- C 2 - Thomas Jefferson
- C 3 - Jamaica
- C 4 - Port Richmond
- C 5 - Theodore Roosevelt

Informal Social Activities

Sunday November 20, 1966

7:30 - 8:30 Breakfast
9:00 -11:00 Special Interest Groups
(to be defined)
1:00 Lunch and Closing

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
Lake Minnewaska Conference

Workshop Schedule

____
Name

Dear Conferee:

In order to balance the workshops, especially with regard to the size of available facilities, we ask that you attend the following sessions, as checked below.

Friday, November 18, 1966
8:30 P.M. General Session - Library _______

Saturday, November 19, 1966
9:30 - 11:30 A.M. Workshops A

_______ A 1 - Library
_______ A 2 - Parlor
_______ A 3 - T.V. Room
_______ A 4 Conference Room A
_______ A 5 Conference Room B
_______ A 6 Game Room
_______ A 7 - Card Room

2:00 - 4:00 P.M. Workshops B

_______ B 1
_______ B 2
_______ B 3
_______ B 4
_______ B 5
_______ B 6
_______ B 7

8:00 - 10:00 P.M. Workshops C

_______ C 1
_______ C 2
_______ C 3
_______ C 4
_______ C 5

APPENDIX E

FINAL FORM OF CDD QUESTIONNAIRE

E-1

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM
LAKE MINNEWASKA CONFERENCE

QUESTIONNAIRE

The purpose of this questionnaire is to provide you with an objective summary of the opinions of participants in this workshop concerning CDDP. Experience with other conferences has shown that people usually spend much time getting to know how others feel about their work. Much of this time can be saved by collecting and organizing this information in advance. To this end, the data will be organized tonight and provided for your use in tomorrow's workshop.

Information is needed concerning how various kinds of personnel (such as English teachers, Guidance counselors and College consultants) respond. The responses of individuals will not be identified. Your answers to the following questions will make the categorization of information possible, but will conceal the identity of each individual.

INFORMATION NEEDED TO CATEGORIZE DATA:

Check one in each category

A. Position

1 ________ Principal
2 ________ Administrative Asst.
3 ________ Dept. Chairman
4 ________ Teacher
5 ________ Other: Specify ____________________________________
6 ________ CDD School Coordinator
7 ________ School Guidance Counselor
8 ________ College Consultant
9 ________ Guidance Supervisor

B. Discipline or Specialization

10 ________ English
11 ________ Math
12 ________ Social Studies
13 ________ Foreign Language
14 ________ Science
15 ________ Guidance
16 ________ Administration

C. Organizational Affiliation

17 ________ Board of Education
18 ________ City University
19 ________ Other: Specify ____________________________________

D. Location (Omit this response if you wish)

20 ________ Manhattan
21 ________ Bronx
22 ________ Brooklyn
23 ________ Richmond
24 ________ Queens

When responding to the questionnaire, please respond to every item even if you do not feel thoroughly familiar with the subject of the item.

Stated Goals of the College Discovery and Development Program

A.

The goals for the College Discovery and Development Program as stated by the Board of Education and City University are listed below. Please rate the degree of importance (0, 1, 2, 3, 4) you would assign to each of these goals by entering the appropriate number next to each. Note that you may use a rating more than once; for example, three goals could be rated "0" or "no importance".

0 If you think the goal is of no importance
1 " of slight importance
2 " of moderate importance
3 " of much importance
4 " of extreme importance

Your rating for each goal

25 _______ a) to identify disadvantaged youth who, at the end of the ninth grade, had heretofore been "undiscovered" in their potential for college

26 _______ b) to improve their motivation for school work

27 _______ c) to improve their levels of achievement in school

28 _______ d) to develop their expectations for college entrance

29 _______ d) to improve their chances for success in college

B.

Enter below any other goals you feel should be officially accepted by the Board of Education and City University for the CDD program and rate each as to its importance as above.

Your rating for each additional goal

_______ f) ______________________________

____

_______ g) ______________________________

____

_______ h) ______________________________

____

Degree of Accomplishment of Stated Goals of the College Discovery and Development Program

A.

Given below are the stated goals of the College Discovery and Development Program. Please rate the degree to which you feel each goal is being accomplished by entering the appropriate number (0, 1, 2, 3, or 4).

0	If you think this goal is	not being accomplished at all
1	"	being accomplished only slightly
2	"	being accomplished moderately well
3	"	being accomplished to a great degree
4	"	being accomplished fully

Your rating of degree
of accomplishment of stated goal

30 ______ a) to identify disadvantaged youth who, at the end of the ninth grade, had heretofore been "undiscovered" in their potential for college

31 ______ b) to improve their motivation for school work

32 ______ c) to improve their levels of achievement in school

33 ______ d) to develop their expectations for college entrance

34 ______ e) to improve their chances for success in college

B.

If you gave additional goals, please enter below your ratings of the accomplishment of each.

______ f) ____

______ g) ____

______ h) ____

College Discovery and Development Conference
Description of Tasks of College Discovery and Development Program Personnel

Please indicate below your judgment of the degree to which various kinds of workers in CDD are currently accomplishing the listed tasks.

+	tasks which are being accomplished satisfactorily
-	tasks which are being accomplished unsatisfactorily
NA	tasks which are not appropriate for the individual

Teacher

Circle rating of task accomplishment

35 + - NA Helping the student to perform academically in accordance with his ability

36 + - NA Making remedial measures available to students to enable them to overcome deficiencies in learning skills

37 + - NA Encouraging students to make use of outside resources; i.e. libraries, museums, etc.

38 + - NA Helping students to recognize the importance to them of high school and college

39 + - NA Helping students develop respect for themselves and respect for others

Guidance Counselor

Circle rating of task accomplishment

40 + - NA Helping student to understand himself, his needs, capacities, emotions, etc.

41 + - NA Helping student to explore his educational and vocational future

42 + - NA Supervising the special testing of CDD students, (interest, attitudes, aptitudes, etc.) and interpreting results for teacher

43 + - NA Suggesting to teacher means of dealing with students with special emotional problems

44 + - NA Identifying students who need professional help outside of school and referring them

Chairman

Circle rating of task accomplishment

45 + - NA Acquainting the teacher with new and promising techniques for teaching the disadvantaged student

46 + - NA Making the principal aware of the needs of teachers

47 + - NA Talking over the day-to-day classroom problems with teachers

48 + - NA Expediting the obtaining of materials for the teacher

49 + - NA Helping to evaluate how well the CDD program is working within the department

Tutor

Circle rating of task accomplishment

50 + - NA Helping students to complete work assignments

51 + - NA Serving as someone with whom the student can identify

52 + - NA Explaining important subject matter concepts to the CDD student

53 + - NA Helping student to develop more efficient study habits

54 + - NA Providing the teacher with additional information about CDD students

College Consultant

Circle rating of task accomplishment

55 + - NA Supplying needed materials to teachers or expediting the obtaining of the materials

56 + - NA Making colleges aware of the needs of teachers and other school personnel in the CDD program

57 + - NA Helping teachers to understand and deal with the special educational needs of the CDD students

58 + - NA Helping to evaluate how well the CDD program is working and where it can be improved

59 + - NA Acquainting the teacher with new instructional materials for working with disadvantaged students

CDD School Coordinator

Circle rating of task accomplishment

60 + - NA Implementing and supervising the cultural program for CDD students

61 + - NA Assigning and supervising of CDD tutors

62 + - NA Planning and carrying out the training of CDD tutors

63 + - NA Assisting in the scheduling of curriculum

64 + - NA Implementing meetings in which CDD personnel within the school can exchange ideas and feelings

EFFECTS OF CDD PROGRAM MODIFICATION

Here is a list of ways in which the CDD program could be modified. Do you think these modifications would improve the program? Rate each according to the effect you think it would produce.

+2 -- if you think the modification would produce much improvement;

+1 -- if you think the modification would produce some improvement;

0 -- if you think the modification would have no effect;

-1 -- if you think the modification would impair the program;

-2 -- if you think the modification would be seriously detrimental.

Your rating for program modification

65 _____ use better methods for identifying and selecting CDD students

66 _____ obtain teachers through volunteering

67 _____ develop special instructional materials and techniques only when need for them is demonstrated

68 _____ require participation of CDD students in extra-curricular activities at the Center

69 _____ assess student potential and progress more frequently

70 _____ standardize grading and drop-out criteria throughout all Centers

71 _____ schedule CDD teachers for CDD students only

72 _____ use better methods for selecting and supervising tutors

73 _____ assign responsibility to individual departments for trying out new CDD instructional materials and techniques

74 _____ provide regularly scheduled meetings between principal and CDD teachers

75 _____ locate CDD program in Centers which have strong college preparatory programs

76 _____ give teachers information about the physical, psychological, and family backgrounds of students

Exchange of Information and Ideas Concerning the CDD Program

A source of major difficulty in many organizations involves the effectiveness with which information is exchanged. This section is concerned with this matter.

Please rate the adequacy with which information is typically exchanged between various kinds of participants of CDD by entering the appropriate symbol in each box below.

N No improvement needed

S Some improvement needed

G Great improvement needed

Example: Teacher B in X High School believes that:
tutor and consultant exchange needs great improvement
chairman and consultant exchange needs no improvement
chairman and tutor exchange needs some improvement

Teacher B would make the following entries:

	tutor	consultant	
Chairman	S	N	///////
Consultants	G	///////	
Tutors	///////		

	Student	Principal	CDD School Coordinator	College Consultant	Tutor	Chairman	Guidance Counselor
Teacher							
Guidance Counselor							
Chairman							
Tutor							
College Consultant							
CDD School Coordinator							
Principal							

APPENDIX F

CHECKLIST AND NOTES FOR DISCUSSION MODERATORS

CDD CONFERENCE
Lake Minnewaska
November, 1966

Checklist for Discussion Moderator

General: Your role as discussion moderator is to guide the participants toward identifying CDD problems and suggesting possible solutions. Try not to dominate the discussion.

DISCUSSION PROCEDURES

1. Announce composition of group; ask participants and data specialist to introduce themselves.
2. Turn on tape recorder.
3. Announce discussion objectives:
   - to consider the questionnaire data
   - to discuss CDD problems implied by the data
   - to suggest possible solutions
4. Outline discussion procedure to group as follows:
   - a) Session will be two hours long.
   - b) Questionnaire data display will be presented by data specialist.
   - c) We will summarize the discussion at approximately 30 minute intervals, at a convenient point.
   - d) A recorder, will note down problems raised and solutions suggested but without identifying the contributor. These will be collected at each session and summarized at end of conference.
     Tape recorder is being used to ensure us against loss of suggestions.
   - e) Recorder will read notes at end of session.
5. Assign one-half of the group responsibility for summarizing problems raised and the other half responsibility for summarizing solutions at each of the 30 minute summary breaks.
6. Appoint a recorder; recorder is not to take notes during the discussion but only to take down summarized points dictated by group.
7. Ask data specialist to keep track of time and to signal 30 minute points.
8. Ask data specialist to present data. Data specialist will not interpret data; this is for the group to do.
9. Allow time for data study and ask for comments.
10. At each 30 minute summary point, ask group to summarize problems raised and solutions suggested.

11. Ten minutes before end of session, ask recorder to read notes.

12. At end of session, data specialist will collect recorder notes and tape.

Discussion Tips

1. Try to limit discussion to one topic at a time.
2. Try to stop private discussions; suggest that all comments should be heard by entire group.
3. Continually ask participants to suggest solutions. Ask, "What can we do about the problem?"
4. Limit vague gripes with such comments as:
    "We are not here to assign blame."
    "We are here to suggest possible solutions for future action."
    "We are here to find out how our colleagues perceive the CDD Program."

CDD CONFERENCE
Lake Minnewaska
November 1966

Guide for Discussion Moderator

The CDD Conference at Lake Minnewaska has a threefold purpose: 1) to provide an opportunity for participants in the CDD Program to review progress to date; 2) to consider current problems in operating the program; and 3) to discuss plans and procedures for improving the program.

Experience with other conferences has shown that people spend an inordinate amount of time trying to find out how others feel about their work, what difficulties they are encountering, and which techniques they have found to be effective. However, it has been demonstrated that much of this time can be saved by collecting and organizing the information in advance and making it available in summarized form to the participants for their use in discussion sessions.

The participants will be asked to fill out a questionnaire concerning their perceptions and opinions about how the CDD Program is operating. The data from the questionnaire will then be made available at workshop discussion sessions which have been scheduled throughout the remainder of the conference. You have been asked to serve as a discussion moderator at one or more of these sessions.

It is expected that the questionnaire data will highlight current CDD problems and stimulate discussions from which suggestions for program improvements will emerge. Quite obviously, the extent to which the discussants engage in effective problem solving will depend upon the effectiveness of the discussion procedures and upon the skill of the discussion moderator in implementing them. The following procedures are recommended for your consideration. They will be condensed and made available to you at the Conference in the form of a checklist. All discussion moderators will meet in the library on Saturday morning at 8:45 o'clock to review the checklist.

Discussion Procedures and Leader's Role

1. The discussion moderator should assume a passive role, guiding the discussants toward identifying problems and suggesting possible solutions. Because of his controlling position he should try not to dominate the discussion.

2. Each session will be approximately two hours long. The moderator should begin the session with a statement of discussion objectives, viz., to consider the data presented; to discuss implications for the program; to focus on problems raised: to suggest possible solutions. There should be a warning against spending too much time on matters outside the realm of the group's influence.

3. A data specialist will be available at every session. He should be given the opportunity to introduce himself to the group. The data specialist will have two functions: to present the summarized information to the group (but not to interpret it since interpretation is the proper function of the participants): to take notes on how effective the method of providing information for discussion by the participants is in this Conference.

4. At each session one of the participants (a recorder) will be appointed by you to record salient points in the discussion for summarization at the end of the Conference. In addition, the discussion will be recorded on tape to ensure that no suggestions are lost.

5. At the beginning of each session, the moderator should indicate to the group the procedures which will be followed. In general these are:

   a) The moderator will assign to one-half the group responsibility for keeping track of problems raised and to the other half, responsibility for keeping track of solutions suggested.

   b) A summary of the questionnaire information will be presented by the data specialist.

   c) The discussion will be summarized at approximately 30 minute intervals. The data specialist will signal to the moderator when these time intervals have elapsed. At each summary point the moderator will ask the group to state the problems raised and the solutions suggested.

   d) The recorder will note down the problems and solutions and will read his notes to the group at the end of the session.

These procedures will be listed in detail on the checklist.

6. During the session the moderator should attempt to focus the discussion on the summaries of answers to the questionnaire, material. For example, one of the questions asks the participants to rate the goals of the CDD Program according to their perceived importance and another one asks them to rate their perception of the degree of accomplishment of these goals. Supposing the summary of the answers to these questions shows that the importance of the goal, "to identify disadvantaged youth with potential for college", was rated 4.5 (on a 5-point scale with 5 being high) and the degree of accomplishment of this goal was rated 2.0.

Discussion about this discrepancy could be stimulated by asking such questions as:

"Why might this discrepancy have occurred?"
"How may it affect what you do?
"What kinds of problems does it create?"
"What can be done?"

7. Moderator should limit general gripes. This might be done with the following statements:

"We are not here to assign blame."
"We are here to learn about how the program is operating."
"We are here to discover what our colleagues think about the program."
"We are here to suggest possible solutions for future action."

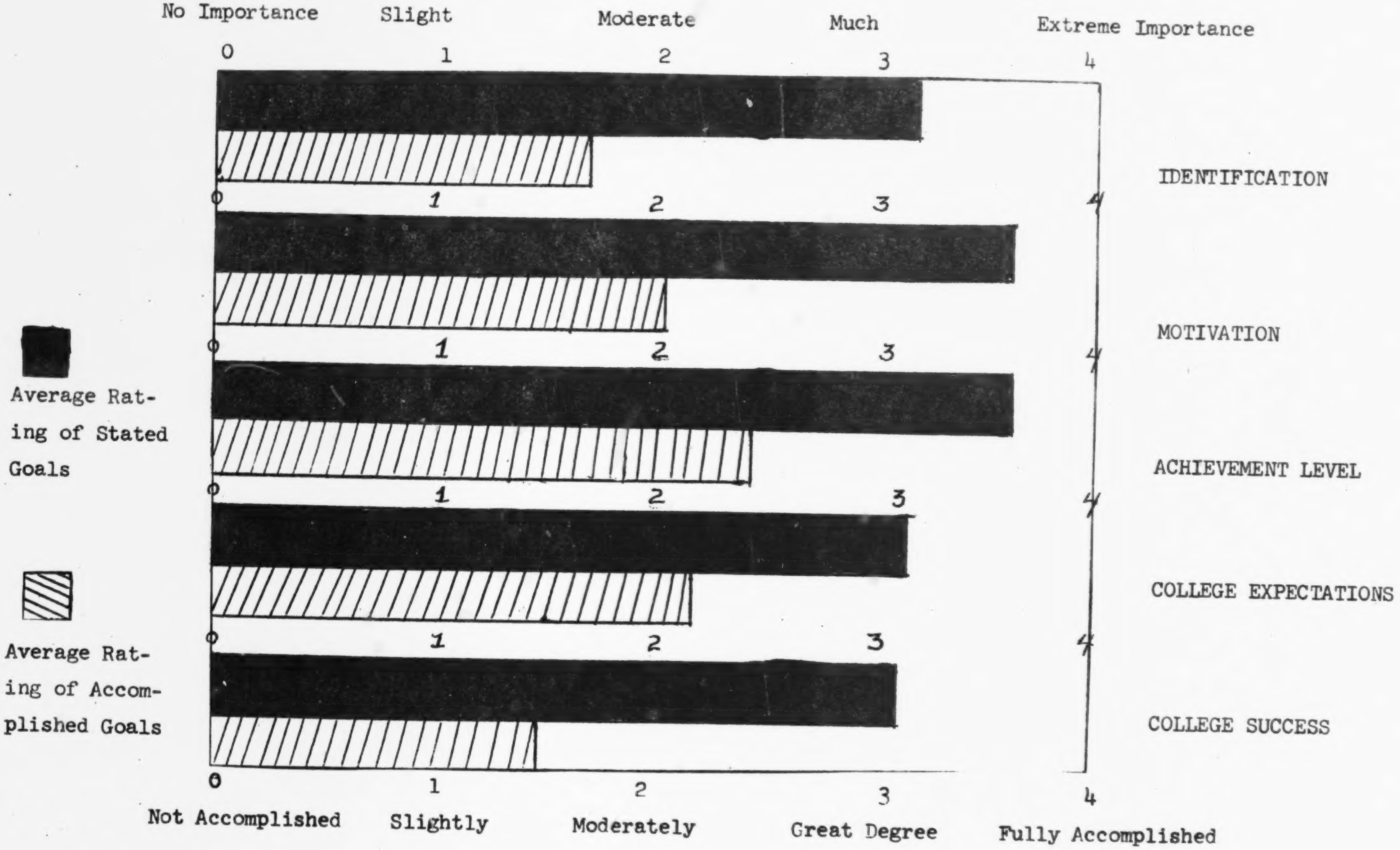
8. Moderator should not allow private discussions. Suggest that all comments are important and should be made to the entire group.

9. Moderator should not allow comments which attack another participant personally but may allow attacks on ideas.

APPENDIX G

SAMPLE DATA DISPLAYS

G-1



TEACHERS' RATINGS OF GOALS

X = Needs Improvement In Communication

	TEACHER	GUIDANCE COUNSELOR	DEPARTMENT CHAIRMAN	TUTOR	COLLEGE CONSULTANT	CDD SCHOOL COORDINATOR	PRINCIPAL
STUDENT							
PRINCIPAL	X						
CDD SCHOOL COORDINATOR							
COLLEGE CONSULTANT	X		X	X			
TUTOR	X		X				
DEPARTMENT CHAIRMAN							
GUIDANCE COUNSELOR	X						

EXCHANGE OF INFORMATION AND IDEAS

APPENDIX H

RESEARCH STAFF SCHEDULE FOR CDD CONFERENCE

Staff Schedule

Day	Time	Activity	Location	Staff
Wed	9:30-12	Briefing of staff	1437	all staff
Thurs	9:30-12	1. Conference plan questionnaire data analysis and display 2. Discussion of roles and general rules 3. Discussion of Procedures 4. Briefing and practice on observation instrument 5. Moderator guide and checklist 6. Practice with tape recorder		
Fri		Registration		
		Dinner 1. Set up mike and tape recorder 2. Distribute questionnaire and pencils 3. Collect questionnaire and pencils Keynote address	Din.Rm.	all
	9:30	Data analysis		all DA's DS's on call
Sat	7:30	Set-up and test tape recorders tablets, pencils, ashtrays, blackboards	Rm 128	B. Harris LTA et.al.
	8:45-9:15	Brief discussion leaders on discussion checklist; distribute discussion checklist to leaders & data specialists	Library	LTA all DS's
	9:15	Obtain materials for A session goals and accomplishments data display (per assigned grp) typed list of additional goals (per assigned grp) one copy of questionnaire observer forms	Rm 128	all DS
	9:30-11:30	Session A assignments:		
		A1 Teachers	Library	Schulman
		A2 Teachers	Parlor	Lohman'
		A3 Teachers	TV Rm.	Lachica
		A4 Teachers	Conf.RmA	Alexander
		A5 Consultants	Conf.RmB	Steinhoff
		A6 Guidance	Game Rm	Brod
		A7 Administration	Card Rm	Wilson

Day	Time	Activity	Location	Staff
		Session A operations		all DS
		Dictate session identify on tape (before start of session)		
		present data		
		give moderator 30 minute time hack		
		fill out observer form		
		collect recorder log and tape		
		identify tape box (eg. a1)		
	11:30	Post A session debriefing	Rm 128	all DS all DA
		deliver tapes and logs and forms		
		discuss procedural problems and "fires"		
Sat	12:30	Lunch (except Wilson, who collates recorder log data)		
	1:15	Set up new tapes		B. Harris
	1:30	Obtain materials for B session	Rm 128	all DS
		task data for assigned group (p. 4&5)		
		recorder log summary (Brody only)		
		observer forms		
		questionnaire form for group (p. 4&5)		
	2:00- 4:00	Session B assignments		
		B1 English	Parlor	Harris
		B2 Soc. St.	Library	Lohman
		B3 Math	Conf.RmA	Alexander
		B4 Science	Conf.RmB	Wilson
		B5 For. Lang.	Game Rm	Schulma
		B6 Guidance	TV Rm	Brod
		B7 Administrators	Card Rm	Steinhoff
		Session B operations:		
		dictate session identity on tape (before starting)		
		distribute questionnaire (p. 4&5)		
		dictate data to group		
		give moderator 30 min. time hack		
		fill out observer form		
		collect recorder log and tape		
		identify tape box (eg. B5)		
	4:00	Post session B debriefing	Rm 128	all DS all DA
	6:30- 7:30	Dinner (except T. Wilson who collates recorder logs)		
	7:15	Set up tapes		Harris
	7:30	Obtain materials for C session	Rm 128	
		data: "red spot" chart (all schools)		
		improvement summary (p.6) (all schools)		
		questionnaire (p.6) (for group)		
		observer forms		

Day	Time	Activity	Location	Staff
	8:00-10:00	Session C assignments		DS
		C1 Seward Park	Parlor	Wilson
		C2 Thomas Jefferson	Library	Alexander
		C3 Jamaica	Game Rm	Steinhoff
		C4 Port Richmond	Conf Rm A	Lohman
		C5 Roosevelt	Conf Rm B	Brod
		Session C operations		
		dictate session identity on tape (before start)		
		distribute questionnaire (p.6)		
		dictate data to group		
		give moderator 30 min. time hack		
		fill out observer form		
		collect recorder log and tape		
		identify tape box		
	10:00	Post session C debriefing	Rm 128	all DS
		DS specifies data for special interest group sessions (D) as appropriate DA's prepare data for special interest group session		
Sun	8:15	Set up tapes		Harris
	8:30	Obtain materials for D group sessions		
		appropriate data (e.g. improvement data, digest of recorder logs)		
		observation form		
	9:00 11:00	Session D assignments (as required)		
		D1 Cultural Enrichment		
		D2 Tutor		
		D3 Selection & Dropout		
		D4 Criteria, Procedures, Research		
		D5 Group Identity		
		D6 Problems of Teaching		
		D7 Evaluation of Survey Feedback Technique		
		Session D operations		
		DS who leads session will identify session on tape		

APPENDIX I

POST CONFERENCE QUESTIONNAIRE

COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM CONFERENCE

Final Questionnaire

1. Please circle the number (0, 1, 2, 3 or 4) which best describes your your satisfaction with Lake Minnewaska as the site of the CDD conference, where 0 means complete dissatisfaction and 4 means complete satisfaction.

   (Complete Dissatisfaction) 0 1 2 3 4 (Complete Satisfaction)

   Please indicate other locations which you feel might be desirable as the site of future CDD Conferences.

2. Please circle the number which best describes the degree to which you approve or disapprove of the procedure used at this conference of giving questionnaires, summarizing the answers, and presenting them for discussion.

   (Complete Disapproval) 0 1 2 3 4 (Complete Approval)

   Please indicate specific points of approval or disapproval with the use of questionnaires and the summary of their answers at the CDD Conference.

3. Please circle the number which best describes the degree to which you approve or disapprove with the way in which people were assigned to meetings, and to the sequence of the meetings.

   (Complete Disapproval) 0 1 2 3 4 (Complete Approval)

   Please indicate specific points of approval or disapproval with the way in which people were assigned to meetings and to the sequence of the meetings.

4. Please encircle the number which best describes the degree to which you approve or disapprove of the way in which the meetings were conducted (the job of moderator and of recorder, and the discussion rules).

   (Complete Disapproval) 0 1 2 3 4 (Complete Approval)

   Please indicate specific points of approval or disapproval of the way in which the meetings were conducted.

CDDP CONFERENCE - Final Questionnaire

5. Please circle the number which you feel best describes the degree to which the CDD Conference covered useful and valuable topics.

(Not at all) 0 1 2 3 4 (Very much so)

Please indicate specific topics discussed which you found especially valuable.

Please indicate CDD topics which needed attention or more attention during the Conference.

6. Please circle the number which best best describes the degree to which suggestions made at the conference can actually be carried out in the schools.

(Not at all) 0 1 2 3 4 (Very much so)

Please indicate specific recommendations which you believe can actual be carried out in the school.

Please indicate specific recommendations made which you believe cannot actually be carried out in the school.

7. Please circle the number which best describes the degree to which you think you can carry out suggestions made at this conference.

(Not at all) 0 1 2 3 4 (Very much so)

Please indicate specific suggestions which you think you can actually carry out in the school.

Please indicate specific suggestions which you think you will not be able to carry out in the school (and, if you wish, why?).

APPENDIX J

KEYNOTE SPEECH, CDD CONFERENCE

KEYNOTE SPEECH: COLLEGE DISCOVERY AND DEVELOPMENT PROGRAM - NOVEMBER 18, 1966

I find myself in a peculiarly unfortunate position this evening in attempting to talk about College Discovery: I know too much about it to speak with the advantage of ignorance, and yet too little to speak with the ease of close familiarity. It is almost exactly three years ago that Dean Harry Levy and I meeting over lunch at Gage and Tollner's in Brooklyn, sketched the two prongs of the College Discovery and Development Program. At the time neither of us could foresee that now, three years later, Prong II, the high school part of the program, would include more than a thousand pupils in five high schools.

The fact that this program is warm with life and glowing with vitality is a tribute to the high school and college teachers and administrators in this room. It is relatively simple to hatch an idea. The true and arduous labor is the translation of that idea into a living reality. This is why I congratulate you and salute you. Each one of you may honestly feel that you are making a solid contribution to the profession of teaching and to the youth of our city.

I do not therefore presume this evening to tell you what you ought to be doing or to repeat the usual shibboleths about methods of teaching the disadvantaged. Nor do I intend to beat you with the stick of the supposed (and, from an academic point of view, illusory) strengths of the disadvantaged, and to blame teachers for the misdeeds of society. Rather I wish simply to place the College Discovery Program and what you are doing within the broad developmental framework of a rapidly changing educational establishment. So often, as we work within the walls of a classroom or a school, we tend to lose sight of the outer world, and to distort the sense of perspective which enables us to see ourselves as part of a larger movement. And yet, as a matter of fact, the work you are now doing tends to epitomize some of the broadest and most modern developments in education. This school and college enterprise may well be the progenitor of hundreds of similar undertakings in this city and in other cities, because it does indeed embody the forward thrust of modern educational thought.

My primary purpose this evening, then is to relate the College Discovery and Development Program to broader movements so as to clarify your own roles as educational pioneers, and to add a few pertinent comments:

1. Program Planning Budget System

In the first place, the College Discovery Program anticipated the major recommendations of the recent report of the Institute of Public Administration entitled, "Developing New York City's Human Resources" - the so-called Sviridoff Report. This report included three major suggestions in so far as education is concerned. It calls for the introduction of a program - planning - budget system, with the definition of spending in terms of educational objectives. The Discovery program incorporates precisely this kind of budgetary procedures, in which the additional funds, in excess of $2,000 per pupil per year for many students, are allocated to specific pupils for the realizable and specific goal of college admission. The Sviridoff Report asks for the coordination of educational efforts with related human resources programs. This is exactly what has been done with the innovative cooperation of the colleges and the Upward Bound program. The Sviridoff Report calls for the development of programs to achieve the twin purposes of quality and equality in education in low-income communities. Again, this is precisely what you have done. In short, your program has anticipated the major recommendations of the Sviridoff Committee and represents a model of implementation.

This approach which emphasizes the program-planning budget system is also recommended in the report of the Temporary Commission on City Finances. The major thrust of their thinking serves also to highlight an important problem of every school system with large numbers of disadvantaged pupils.

The parents of the economically impoverished communities, so often of minority group status, evaluate the operation of the school system in terms of visible results--reading and arithmetic scores, I.G.C. and S.P. placements, dropouts, academic diplomas, college admissions,--in short, in terms of output.

The educational establishment, on the other hand, tends to talk in terms of special programs, specialist teachers, smaller class size, remedial instruction, summer programs -- in short, in terms of input. Thus the divisive dialogue continues between the communities seeing only another generation unequipped for modern living and the schools smarting under the whiplash of a public opinion which seems ignorant of its efforts.

In your program the resources have been amassed which are for most children adequate to the task to be done. It is no longer necessary for you to measure progress by low teacher-pupil ratios, or additional funds for supplies, or the like. You can now finally speak with the parents in terms of their own definitions and their own concerns -- reading score, dropout rates and college admissions. This represents a great step forward in school community relations, and will probably set a pattern for future use of federal funds. It seems clear that the wave of the future includes the allocation of additional funds to satisfy specific needs of specific children, and in quantity sufficient to meet specific goals for those children. It seems equally clear that at least a minimal share of funds will be allocated to those youngsters among the disadvantaged who can profit most from relatively small infusions of funds.

2. Joint School-University Effort -

This Discovery program has been trail-blazing in a second area. It was the first large scale program in this city for disadvantaged pupils to be conducted jointly by the high schools and the colleges. There have been of course other projects, such as the BRIDGE project, involving school-college cooperation, but these did not involve the same kind of meaningful united effort. They were cooperative projects rather than joint projects, coop in sense that both partners were equal, but one was more equal. In this program there has been a real effort to create a single program with joint sponsorship, joint planning, joint financing, joint management, and joint evaluation.

Now I know as you do, that the marriage has not been entirely happy. Like most married couples, we got angry at each other once in while, and raised our voices. There was even some slamming of doors and going home to mother (that is the dean or the superintendent) to complain about cruel and inhuman treatment. In a very real sense however, as is true in so many families, it was the children who kept us together, a common concern for those whom you have inspired with hope.

3. Recognition of Distributive Function of Education -

Third, this Discovery program is particularly responsive to the revolution of hope and expectation among the poor, and particularly the minority groups among the poor. For them, in the years since 1954, these expectations have not been matched by a revolution of equal opportunity. The Negro's share of the dollar is less than it was in 1954, and still only a little more than half of what the white man gets. The Negro man is still twice as likely to be unemployed as the white man, and the Negro teenager has an even smaller chance of employment.

In the schools of the South, integration is so faint as to be virtually non-existent, while de facto segregation proliferates in the schools of the North. In New York City, as in other urban centers, the academic gap between Negro and white children continues to increase as the children go through the grades, nor has there been any substantial improvement since 1954. Yet the Negro parents today are more aware than ever before that education is the chief distributing agent of the rewards of society. Today education emerges most often as the panacea for the poor. No longer can we complain that minority group parents are uninterested in the education of their children. We may not like the way they show that interest -- boycotts, sit-ins, demonstrations, and the like; but we must admit that they are intensely interested.

In a sense, we are hoist with the petard of our own past and perhaps exaggerated claims as well as the growing specialization of society. Those like us who take full credit for the success of the pupils at the Bronx H.S. of Science can hardly avoid blame for the failure of pupils at Benjamin Franklin H.S.

As teachers in the city schools we must face the unpleasant fact that, willy nilly, we shall be held responsible for the failures of our high school youth. We have in the past leaned far too heavily upon the successes of a population which is now leaving us. The true test of the viability of our school system is the extent to which we can educate more completely those who formerly might have been dropouts or dead-enders.

This is precisely the greatest virtue of your program. You are dealing with this new group whose success is vital to the health of our system of free public education. Our textbooks in pedagogy and psychology asseverate the equal potential of all large groups of individuals--the rich and the poor, the urban and the rural, the white and the Negro. You are converting that thesis into a living reality--and for that all of us in the field of education must be grateful to you.

4. Emphasis on Academic Functions of the School

This brings me to a fourth point, that your program emphasizes above all the academic virtues. Individual academic potential is an entirely useless commodity by itself, as useless as unmined ore. Indeed, untapped potential deteriorates with disuse. It is no secret to you that today the most persistent demands of the minority groups relate to academic values, academic standards, academic achievements, and academic information.

It may well be that the greatest educational mistake of the last thirty years was the attempt to apply the so-called "progressive education" in blind fashion to schools with large numbers of disadvantaged children. Many of its techniques and procedures were largely incompatible with the organization and resources of the schools and the needs of the children. At the same time, attention was diverted from the basic skills to the so-called "intangibles," and comfort was offered to teachers and schools where achievement levels were dropping. After all, when life adjustment and happiness are established as the most important goals, then reading and mathematics must inevitably occupy a lower rung in the hierachy of values.

In the Discovery program you emphasize the important academic virtues, and you measure your success largely by academic standards. I do not mean to imply that as true professionals you do not deal with other needs of children. You recognize, I am sure, their constant need for acceptance as individuals apart from achievement; yet it is clear that in your program the emphasis has been rightly placed on achievement and achievement motivation.

5. Decentralization

A fifth relationship between your program and recent developments in this city stems from the emphasis upon decentralization. The basic notion is that in the battle of brass hats vs. grass roots, power ought to be as close as possible to the point of impact. A corollary is that people cannot be held accountable for results unless they have resources adequate for the job to be done, and the freedom to use those resources in the light of established objectives. In the Discovery program, we have essentially a decentralization operation. This is one of the reasons we are here tonight. The program at Seward is quite different from that at Jamaica, - indeed, no two high schools have the same program. Each school has freedom within accepted goals, and has been given the resources adequate for the achievement of these goals.

6. The Role of Teachers and Administrators

Finally, I wish to speak of one of the ways in which I hope our program departs from a broad current of modern educational thought. There has crept into the process of education an impersonalization, or even a depersonalization, of the act of learning. Automation tends to become the monitor of administration, and programmes of instruction the quintessence of individualization of instruction. Recently a new reading method has been peddled to an entire division in this city on the basis that the most unskilled teacher could use it successfully. Indeed, sometimes I get the impression that the ultimate objective is to make it possible for morons to teach idiots.

As a former high school teacher of disadvantaged pupils, I know that the highest form of respect for young people is the sympathetic understanding of a mature adult. This cannot be programmed into a machine, and is even more important for young people than extrinsic rewards of money or position. For the children whom you teach, the denial of understanding and affection is the denial of an education. In your work, you are, I know, part lion tamer and part pedagogue, part taskmaster and part friend. In the quest for academic excellence, the primary human values must be kept in focus.

It is particularly important to keep in mind the nature of the compensatory education to be offered to pupils. Much of that compensation must be directed toward improved self-concept and increased motivation. In these fields, the best efforts of the schools are often useless without the full cooperation of the parents and community.

I know from better personal experience what it is like to fail as a teacher and as an administrator, to be unsuccessful in fulfilling the school's primary functions. Like so many of you, I know what it is to be driven daily by excessive demands, or on the other hand to be pursued by endless guilt. Somehow, those who devote their professional lives to making the days count feel more guilty than those who spend their lives just counting the days. I wish to assure you that your efforts do count, and that you are embarked on a project of no mean importance.

Almost 200 years ago, Edmund Burke said, "Those who would carry on the great public schemes must be proof against the most fatiguing delays, mortifying disappointments, shocking insults, and worst of all, the presumptuous judgment of the ignorant upon their designs." Let me assure you again that you are indeed engaged upon a great public scheme, one which I can tell you will shortly spread throughout this city and in other cities. Therefore, I urge you above all to be proud of the work you are doing, and to take comfort from the thought that not only are you in step with the major thrust of educational innovation, but that you are indeed among the leaders in those enterprises.